

PSYCHOLOGICAL IMPORTANCE OF SELF-AWARENESS IN THE DEVELOPMENT OF THINKING SKILLS IN CHILDREN AGED 5-6 YEARS OLD

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ABSTRACT

This state description of the features of the cognitive process in the development of the mental abilities of children 5-6 years old. The state contains information about mental processes aimed at self-realization of children of this age.

KEYWORDS: *Child 5-6 Year's Old, Mental Process, Self-Awareness, Self-Awareness, Self-Awareness.*

INTRODUCTION

Rapidly developing cognitive processes in children aged 5-6 years force them to think, analyze reality, and, based on observation, seek detailed information from the people around them. In children of this age, the thinking process manifests itself as a product of the cognitive process. - In 6-year-old children, the process of understanding is actively manifested in the process of thinking. The child is now trying to understand what is happening with his own mind. The bulk of his opinions consist of opinions about me. For example, when am I? Why is there a breeze? Similar questions actively arise in his thoughts. This indicates that the process of understanding in a child quickly manifests itself in the child's psyche.

The mental development of a person, the development of his thinking abilities, his formation as a person is associated with the development of self-awareness, that is, awareness of oneself as a physical, spiritual and social being.

The development of understanding in children aged 5-6 years occurs differently for each child. "I play", "I dress", "I eat" and the word "I" can often be found in the speech of a 5-6 year old child. One of the most important achievements of 5-6 year old children is the transition from expressing themselves with a third person pronoun to using the pronoun "I". Some psychologists (L.I. Boyovich) even believe that the "I" system that forms in childhood and the desire for independent action, the desire to express one's "I" are the most central new structure that arises during this period. Among the structures that arise from this structure, the emergence of self-esteem is of great importance in the development of the child as an individual.

At these stages of personality formation, the child's communication with adults plays a decisive role in the genesis (emergence) of self-esteem during the period of preparation for school. Since the child does not have sufficient knowledge about his capabilities, he accepts the assessment given to him by his elders. In other words, the child evaluates himself through his opinion about

the child. During this period, the child completely relies on the opinion of adults in self-esteem. Elements of independent imagination about oneself appear a little later.

According to special studies (B. G. Nechaev and others), these elements initially appear not in the assessment of personal qualities and moral qualities, but in the assessment of the internal characteristics and external characteristics of the subject. This shows that actions are not completely separate from the object.

A significant change in the development of a child's personality at the age of preparation for school is expressed in the transition from assessing the external characteristics of another person to assessing personal characteristics.

It has been noticed that children of this age evaluate people who are different from themselves more objectively. With an increase in the meaningfulness of the thought process in children 5-6 years old, we see that the thinking of children of this age is changing in nature. However, now the formation of opinions in relation to the object begins to occur on the basis of critical and analytical approaches.

Self-esteem in kindergarten is emotional. The value that a child places on others also has this characteristic. If a child trusts one of the adults who cares for him, if he receives kindness, he will give that person positive feedback. Children of older kindergarten age try to express the inner world of the adults who care about them. Unlike children of middle and junior kindergarten age, they have a much deeper and differentiated assessment of the inner world of adults.

It has been established that a child's position in a group affects his self-esteem. For example, children who occupy a low position in a group tend to rate themselves very highly, and conversely, children who occupy a much better position in a group tend to rate themselves low. By the end of kindergarten age, the child's assessment of other people begins to take a deeper, more detailed and expanded form.

These changes are explained by the fact that children of kindergarten age are more interested in the inner world of people, learn important evaluation criteria, and develop their thinking and speech.

The self-esteem of a 5-6 year old child reflects his developing feelings of pride and shame.

The development of self-awareness is inextricably linked with the formation of the child's cognitive and motivational sphere. As a result of the development of these areas, the child begins to understand both himself and the situation he occupies, that is, an understanding of his social self is formed. This phenomenon plays an important role in the child's transition to the next age, as well as in his psychological readiness for school. By the end of kindergarten age, independence and critical assessment of the child by parents and each other increases. The motivational field of a kindergarten-age child is actively developing. The behavior of a child of kindergarten age is not much different from the behavior of a child of early childhood. During this period, children act primarily under the influence of situational emotions and desires. They do not always understand and cannot explain why they do something. The behavior of kindergarten-aged children is more specific. Different motives encourage children at different stages of kindergarten age to perform the same action.

For example, a three-year-old child washes the house to play with water, and a six-year-old child wants to clean up the house and help his mother.

In the kindergarten period, motives characteristic of this period appear in the motivational field. Among them there are also motives related to the child's interest in the world of adults and the desire to be like them.

According to special studies (L.Z. Neverovich and others), motives of a social nature can have great motivating power already in childhood, even greater than motives such as interest in the external, procedural aspects of personal interests and activities. However, motives that have a social nature and content do not arise suddenly, but are formed under the educational influence of adults.

Thus, at 5-6 years old, new motives of behavior appear. These motives enter into certain relationships and, connecting with each other, form a hierarchy of motives. The hierarchy of motives is usually considered as a structure that arises in the motivational field of a child in kindergarten and plays a very important role in his development.

Due to the interdependence of motives in the hierarchy of motives, a child may refuse an activity that is currently interesting to him in order to complete an important, but rather boring task. At kindergarten age, motives for activity fall into a certain system, and some motives begin to prevail over others. The predominance of any motive determines the direction of the child's behavior. Even if in the kindergarten period the child's personality is just being formed, during this period a certain trend in the behavior of children begins to be observed. This orientation can be different - from an egoistic orientation to an individualistic, social orientation (of course, within the capabilities of this age).

Creativity is manifested in the behavior of some children aged 5-6 years, and some children show tendencies towards mischief and consumerism. Educators and parents should be quick to spot these trends. Because this makes it possible to correct negative characteristics in a timely manner, to form needs and motives that can be formalized from a social point of view, and to create conditions for the self-expression of each child.

In Conclusion, it should be noted that the meaningfulness and volume of the thought process in children 5-6 years old is a complex mental process that depends on the process of self-awareness.

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