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Psychological basis of the formation of psychological culture in children of preschool age

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Abstract. The article describes the formation of psychological culture in preschool children and its peculiarities, the stages of development in ontogenetic psychology of adolescence. It is emphasized that the pre-school age plays an important role in the formation of a person as a person and the formation of culture in these young people.

Keywords. youth, ontogeny, mental development, preschool age, childhood, culture, institution, education, upbringing, family, attitude.

I. Introduction.

Nowadays, a lot of attention is paid to children of preschool age, because the concept of homeland and family is first of all understood in preschool education. At the same time, for the first time, a person understands me at a very young age and begins to recognize himself. Now, we come to the part where we talk about the middle ground.

In ontogeny, the period from 3 to 7 years is called the kindergarten age or preschool age. Taking into account the very rapid qualitative changes in the psychology of preschool children, there are 3 periods: (3-4 years) preschool period, (small kindergarten age), (4-5 years) preschool period, (Kindergarten age), (6-7 years old) can be divided into older preschool period (older kindergarten age). In the process of development, the child interacts with the world of objects and events created by the human generation. The child actively absorbs and possesses all the achievements of mankind. At the same time, it is necessary to master the world of objects, the actions performed by them, language, interpersonal relationships, the development of motives for action, the development of abilities, and the direct help of adults.

Basically, from this period the child's independent activity begins to intensify. The upbringing of kindergarten-age children should focus on mastering their complex movements, developing basic hygiene, cultural and labor skills, developing speech, and

forming the first buds of social morality and aesthetic taste.

One of the most striking features of kindergarten children is their mobility and imitation. The basic law of the nature of the child can be expressed as follows: the child requires continuous activity, but he is tired not of the result of the activity, but of the uniformity and continuity of the activity. Through relationships with adults and peers, the child begins to become acquainted with moral values, understanding people, as well as positive and negative relationships. A kindergartener can now control his body well. Its actions will be coordinated. It is during this period that a child's speech begins to develop rapidly, he feels the need to consolidate his knowledge in order to learn new things, to hear a fairy tale he knows over and over again, and not to get bored, is a characteristic of children of this period.

Development reading and working with children. Reading activities have a specific purpose, such as acquiring new knowledge. Reading skills are the ability to separate learning tasks from practical situations and to accept them. It is important to develop the motivational basis of reading in preschool - interest in learning. Didactic games are a special form of learning that shapes learning activities. The productive activities performed through work and study and create great opportunities for the development of the preschool child's personality: achievement, behavior management and planning, self-esteem, new motives, diligence, etc.

At the same time, the main part of children's culture is communication with adults and peers. The communication of preschool children with adults is deepened by the development of speech in them. M.I. Lisina emphasizes the extraordinary nature of the communication of a preschool child with adults, showing its 2 forms. When a child reaches the age of 3-4 years, the cognitive form of communication is formed instead of cooperation. An out-of-situ cognitive dialogue is formed. The leading motive in this form of communication is knowledge. In this case, in cooperation with adults, they get acquainted with the environment, the process of "theoretical cooperation" with adults takes place. The child asks a lot of "Why" questions about animals, things, planets, what they are made of asking questions. Adults are perceived by the child as a source of knowledge, they need to take their questions and themselves seriously, they need respect. The importance of this need is that it manifests itself in the rapid frustration inherent in children of this age. When a child reaches the age of 6-7, the highest form of communication is personal communication outside the situation. At the same time, the child begins to ask adults questions about the family, where they work, what they do. Now adults are emerging as a source of social cognition for the child. The child's communication with adults is deepened by empathy, mutual understanding, and a desire for common ground. At the age of three, the child uses emotions, expressive views in communication with peers. For a child aged 3-4 years, his peer becomes a participant in joint practical activities, his partner does not notice his individual characteristics. At the age of 4, his peer becomes a communication partner. At the age of 4-5, he sees his partner as an equal and compares himself to him. By the age of 5-7, the peer becomes an individual in the eyes of the child, he becomes an important interlocutor for the child, surpassing the adult in many respects. The child perceives himself and his peer as a whole person, expresses a personal attitude towards him.

Kindergarten-age children also begin to develop a sense of camaraderie, friendship, and community. Aesthetics also develop much faster in kindergarten. Kindergarten-age children show a great deal of aesthetic sense, especially when they wear beautiful, new clothes and hats. At this age, there is a tendency to engage in non-gaming activities. This tendency is manifested in the desire to perform socially important and valued activities, to be a student, to study in modern historical conditions.

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