

WAYS TO DEVELOP THE PERSONALITY TRAITS OF AN “ACTIVE-POSITIVE CHILD” IN PRESCHOOL AGE

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Abstract:

The article highlights the social-psychological development characteristics of preschool children as communication subjects and explores methods for developing their personality traits. Specifically, it presents scientific research on forming the personality of an "active-positive child" based on the self-expression of 5-6-year-old preschool children as communication subjects.

Keywords: Child, personality, activity, positive, preschool, initiative, communication, awareness, self-awareness, traits, play, adults.

Introduction

Significant efforts are being made by UNICEF, in collaboration with state authorities and relevant organizations, to expand early development opportunities for preschool children. In developed countries such as South Korea, France, Japan, Germany, and Russia, systematic approaches are being implemented to foster preschool children's independent thinking, free expression, and active communication.

Global preschool education and research institutions are conducting studies on local-module technologies for forming communicative abilities, focusing on children's communication and their interaction with caring adults. In psychology, communication and interpersonal relationships are considered priorities in shaping children's behavior and personality development. Scientific studies emphasize the importance of social environment, family relationships, and socialization in a child's personality formation.

In Uzbekistan, efforts to improve the preschool education system include strengthening its infrastructure, expanding preschool organization networks,

providing qualified teaching staff, and integrating advanced international practices. These measures aim to develop children's intellectual, moral, aesthetic, physical, and communicative culture. Regulatory foundations have been established to enhance preschool education quality and improve teacher training and qualification mechanisms.

The "Concept for the Development of the Preschool Education System in Uzbekistan until 2030" emphasizes the importance of social-emotional skills as a foundation for children's future success. It highlights the need for scientific research in early childhood development¹.

Numerous Uzbek, Russian, and international psychologists have studied the formation of communication during the preschool period, including M. Davletshin, G'.Shoumarov, E.G'oziyev, V.Karimova, B.Umarov, M.Rasulova, Sh. Do'stmuxamedova, R.Sunnatova, Z. Rasulova, O'. Shamsiyev, L.Nazirova, and Sh. Bekova. Their research explores the role of communication, social environment, family dynamics, and the impact of social-psychological factors on children's behavior and communicative skills.

Renowned psychologists such as V. Davydov, D. Elkonin, B. Ananyev, L. Vygotsky, Abulkhova-Slavskaya, A. Petrovsky, A. Bodalev, L. Bozhovich, V. Mukhina, M. Gamezo, V. Gerasimova, L. Orlova, M. Lisina, A. Asmolov, T. Dumitrashku, G. Tagiyeva, A. Setinina, A. Kosheleva, and R. Mukhamedrakhimov have explored preschool psychological development as a critical phase for self-awareness, needs, motivation, and the formation of the "self-concept."

In the scientific research conducted by foreign specialists such as A. Maslow, I. Thompson, L. Harvey, W. Dammon, G. Craig, Z. Freud, K.A. Kerns, M.H. Mellers, A. Piz, and J. Piaget, it is highlighted that the success of a child's relationships with peers is one of the most crucial conditions for personal development during preschool age. These studies delve into psychological structures such as emotions, motives, self-awareness, personal activity, and the development of initiative.

¹ Concept for the Development of the Preschool Education System in the Republic of Uzbekistan until 2030
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In our research aimed at identifying the socio-psychological development characteristics of preschool children as communication subjects, we explored the self-expression of 5-6-year-old children using the "Staircase" projective test. Additionally, we focused on enhancing the formation of positive personal traits in preschool children through play technologies such as developmental games, play-travel activities, exercises, and training sessions. These methods were designed to activate mechanisms like imitation, mimicry, identification, reflection, and projection.

To study self-awareness processes, we applied V.G. Shur's "Staircase" method. Analysis of the data revealed that most older preschool children (49%) perceived themselves as "very good children," 47% considered themselves "very good," and only 4% categorized themselves as "wanting to be good but perceived as bad." This indicates a high self-esteem among children, albeit with inadequate self-assessment.

The analysis shows that all children at this age tend to give themselves high self-ratings. However, the complexity of the self-assessment process is evident, as there is a correlation between children's self-perceptions and parental evaluations of their actual behavior. Some children choose a past self-image as an ideal, reflecting an increasing awareness of responsibilities associated with adult life as they grow older.

During preschool, play becomes the primary tool for developing communicative competence — the ability to use communication skills in various situations. The shared interests, goals, tasks, and collaborative efforts during play help foster warm relationships among peers. To develop communication culture, it is essential to conduct didactic, role-playing, and rule-based games, as well as joint activities involving both adults and children.

In conclusion, the growth in children's communication skills reduces egocentric behavior. This may be linked to parents' development of empathetic communication traits, allowing them to understand and assess the emotions of others. Parents and educators need to limit egocentric or authoritarian interactions, promoting a supportive atmosphere that encourages active communication and initiative in children. Educators must shift from traditional authoritarian approaches to cooperative, empathetic engagement with each child to foster positive communication dynamics.

According to psychological knowledge, the formation of mental development and distinctive individual characteristics occurs during the first 7-8 years of a child's life. Therefore, parents and educators should focus on shaping children as individuals during this critical period. Special attention must be given to fostering active communication, initiative, and creativity skills to develop the personality of an "Active-Positive Child."

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