

PROBLEMS AND SOLUTIONS TO THE FORMATION OF SOCIAL CONSCIOUSNESS IN CHILDREN OF OLDER PRESCHOOL AGE

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Annotation. This article describes the problems and solutions of the formation of social consciousness in children of older preschool age.

Keywords: media environment, media education, child of preschool age, parents, tutors, socialization, social experience.

INTRODUCTION

Monitoring the changes taking place in the Society of modern Uzbekistan, the expansion of World integrative processes, the expansion of the circle of new life situations, the possibilities of the manifestation of social activity by a person, - the problem of the formation of social experience in preschool children is becoming extremely urgent and timely.

The educational methodology included in the state documents of modern Uzbekistan determines the priorities of a person who is socially developed, morally resistant, socially adapted, capable of self-development and able to constantly find his place, renew the spiritual culture of society. Positive social experience forms the needs recorded at the child, constant trends behavior, the ability to independently think critically, assimilation of new knowledge, social and spiritual maturity.

LITERATURE ANALYSIS AND METHODOLOGY

From early childhood, the identity of the child is subject to the influence of various factors of socialization. A. Wise conditionally divides them into such groups: mega factors (space, Planet, World Commonwealth); macro factors (Ethnos, country, state); micro factors (Family, Educational and educational institutions, age cell). Factors at the micro level are fundamental for preschool children: a family, a preschool educational institution, a group of preschool children, a diverse community of people with whom children communicate with different categories of people acquire social experience,

create the image of the social world. Today, preschool children with social experience, in our opinion, are media with one of the most influential factors of purchase and formation. Media has become an important factor in socialization, and as a result of the formation of the social experience of children, there is an objective basis for the consideration of the environment of media development as an area of activity of a modern child.

The social experience of the child, according to scientists, is the basis of socialization, it carries out self-development and self-realization, becomes socially competent. In our study, we identified the main social experience in the behavior of the child of the practice of placing in the mind, spirit and various social situations at the initial stage of ontogenesis; as the set of social representations of the individual, knowledge, experiences, methods of action in the process of active interaction with the environment, other people become personal acquisitions of the individual, enrich the inner world.

Children of modern preschool age, as in the spontaneous and pedagogically controlled process, acquire various social experiences that ensure the development of the individual throughout their lives. This experience allows a person to manifest as a real subject of activity. The success and effectiveness of the formation process in children of social experience depends on many indicators: the level of participation of pedagogical workers and parents in the process of its formation; the level of assimilation of social knowledge, abilities, skills; the level of development of consciousness; the degree of manifestation of an active position in the child directly in relation to the environment.

The media environment as a developing field of activity of a modern child becomes one of the most influential factors in the acquisition of social experience by preschool children at the present stage, in our beliefs.

DISCUSSION AND RESULTS

The main tasks of Media education: to help shape media literacy as a complex of abilities, knowledge, concepts and relationships that give consumers a chance: the use of media, conscious choice, understanding the essence of content and services, as well as the possibility of self-defense and the family from harmful or weak information materials; the media immunity of a person capable of; reflection and critical thinking as a

mechanism of media literacy; skills of media creativity for the self-expression of an individual and the implementation of life tasks, various aspects of media culture (visual, musical, mediated media, modern directions of media art).

The concept focuses on the preparation and implementation of step-by-step work, starting with the introduction of media education in Uzbekistan. Media education forms are clear behind the educational levels of the century, according to the concept.

Media education is significantly integrated into preschool and is aimed at the balanced aesthetic and intellectual development of the identity of the child (including various forms of emotional, social and practical intelligence, intelligence, in particular), provides protection from aggressive media environments (not from information "garbage", but respectively mentality century opportunities. the child is influenced by information, in particular production in which there are elements of violence, horror, sexuality), leadership skills, choose and use adapted media production according to century norms. But, unfortunately, the principles emphasized what is associated with reality in the concept.

The information security of the media of an individual depends on the implementation of precautions by the state in the information field of the media, as well as on the ability of each individual to resist the information influence of destructive media - technologies of psychological impact.

The scientist S. Semchuk notices that social development of the child preschool child in the context of influence of media is carried out behind two interdependent lines. On the one hand, society thanks to distribution of media provides to the growing personality information in the form of certain stereotypes of behavior. Through information which is provided in media the child gradually seizes public experience (gets knowledge, ability, forms personal requirements, abilities, feelings), according to own experience and understanding expands them and systematizes. On the other hand, the child not only realizes, but also realizes himself as the subject of a wide range of public relationship.

The image on the TV screen does not help to form a spatial and color look, the shape and style of the image of people and objects in animated films (rough, square or other

supernatural features, bodies, etc.) distorts perception and is represented in objective reality by the children of these characters. Especially harmful in preschool age when internal offenses and an internal plan of action are actively formed. There he usually tells, reads fairy tales and stories to the child through adults, during which listening to the child tries to present events, remember and endure them. When the child already perceives the reality intended on the screen, passive and deprived equality consumed ready crimes, domestic crimes, there is a possibility that he does not show imagination and creativity.

Together with modern researchers, we are convinced that a child preschool child is not able to reconstruct, analyze, generalize and evaluate information so that a passive thinker, but a critical consumer, is not brought up. Preschool children begin to think about ready-made associations, raise superficial questions and answers to give superficially.

There is no doubt that television affects the willful sphere and behavior of children. Observation of older preschool children during role-playing games on the topic, in particular, "store", "House", "Hospital", "barbershop", is carried out by us, which often indicates that children repeat some phrases from advertising, TV shows (copying the statement of favorite television characters).. Therefore, after the emotional perception of media production by the child, the stage of unconsciously inheriting the style of behavior presented by the TV comes. TV provides ready-made examples of behavior instead of forming the ability to solve problems; therefore, we will soon have a generation of followers, but not artists.

The computer is in second place behind the frequency of application and the force of exposure to the child's mind. The same normal and everyday thing as computer - electric lighting, cars, televisions or mobile phones where the modern child grows up in the environment.

CONCLUSION

An excessive hobby for TV Shows, Movies and computer games also contributes to the development of children's hypodynamics which takes on an increasingly threatening scale. After a long time, a very sedentary child may develop such an abnormal excitement as compensating for the previous state of hypodynamia sitting on a TV. This is sometimes

not able to concentrate, does not know, "where to put oneself." At the same time, the use of modern information and communication technologies increases the burden on the child's body, provoking resistant dependence.

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