



## **THE ROLE OF THE KINDERGARDEN TEACHER IN THE FORMATION OF THE CHILD PERSONALITY**

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**ANNOTATION:** The article reveals a holistic approach to teaching methods, the role of the family and kindergarten in the formation of the child's personality.

**MATERIALS AND METHODS:** In our scientific research, we effectively used the interactive methods of "SWOT analysis", "Interview", "Brainstorming", ideas were presented on specific examples.

**Keywords:** family, kindergarten, formation, personality, teacher, game, education, child, parent.

### **INTRODUCTION**

In the interaction of the teacher and children, in fact, the development of the child's personality occurs. Yes, the family is the first social institution for the baby, and the role of parents in how their child will grow up is undoubtedly decisive. But much also depends on the teacher, of course, because children spend a significant part of their lives within the walls of the preschool institution.

A teacher's mistake in working with children can affect later, already in an adult, an unsuccessful life, disappointment in everything. Pedagogical skill largely depends on the personal qualities of the teacher. It also depends on his skills and knowledge. The personality of the teacher, its influence on the pupil is enormous, it will never be replaced by pedagogical technique.

All modern researchers note that it is love for children that should be considered the most important personal and professional trait of the teacher, without which effective pedagogical activity in the kindergarten group is impossible; the teacher is the most important person for the child.

The child trusts the teacher implicitly, endows him with indisputable authority and all the thoughtful virtues: intelligence, beauty, kindness. In the eyes of the child, it is the teacher who determines when it is possible to play or go for a walk, draw or run, and when it is necessary to sit quietly and listen with all the children. Since the teacher is such a significant figure for the child, it is he who bears the enormous responsibility for creating conditions for personal development.

One should work with children only by vocation, only if children are a part of life. In addition, the profession of a teacher requires comprehensive knowledge, spiritual boundless generosity, wise love for children. Personality development is the process of entering a new social environment and integrating with it. For preschoolers, such an environment is a group in which

they are engaged in joint activities that lead to the formation of new collective relationships, the emergence of a social orientation of the individual, expressed in the desire to communicate with peers, against the background of the leading activity at this age - play.

When interacting with children, the teacher's reactions to certain actions or events of the child are very important. Sincerely rejoicing at the success of the baby, sympathizing with his misfortune, taking his problems and failures seriously and interestedly, you provide the child with the support that a small person needs so much.

The concept of preschool education is the desire to overcome the literate shores of childhood, a characteristic feature of the recent past. It has not been eradicated even today. Despite the decisive calls of outstanding teachers of those years to "give children back their childhood", to get rid of the manner of "cutting everyone under the same comb", "stop drilling", the attack on childhood acquired a necessary character. Stereotypes have formed in the public consciousness that have replaced the true understanding of childhood and care for it.

## DISCUSSION AND RESULTS

"Childhood is a stage of preparation for future life." If society defines its attitude to childhood exclusively as a time of "preparation," then the self-esteem of "living" the era of childhood by a child is denied. Meanwhile, the condition of continuity of the educational process, connecting preschool and school years, is not at all in assessing the present only from the position of the future. Only the attitude "to childhood as an intrinsically valuable time of life makes children full-fledged schoolchildren in the future, and also gives rise to long-lasting personal qualities that make it possible to step beyond childhood."

"An adult is there to teach and educate; a child is there to learn to obey." The interaction of adults with children is reduced to the sum: health care + education + teaching children. Everything that is not included in the circle of these components (for example, the manifestation of "personal feelings," etc.) becomes redundant.

Pedagogical assessment plays a very important role in mastering the rules of behavior by a preschooler. When the teacher encourages all the child's successes in following the rules, children master them faster. The forms of self-affirmation of a preschooler are reasonable.

The teacher must give him the opportunity to satisfy the need for adults to recognize his actions, self-affirmation.

If the child does not find understanding from the teacher, then he finds other forms of self-affirmation that do not have the best effect on his mental development (destroys structures created by others, violates discipline). It is important to correctly understand the true motives of such behavior of the child and adjust your own pedagogical activity.

Striving for self-affirmation, preschoolers receive a competitive motive to win, conquer, be better than others. This desire is especially noticeable in older preschoolers. They like to compare their successes with the successes of others, can boast, and are very worried about their failures.

## CONCLUSION:

A preschooler may not show interest in something new if he just passively observes the environment. The teacher should help the child to join the process of active cognition of reality. It is necessary to use elements of problem-based learning in work with preschoolers, giving the child the opportunity to independently discover new qualities of objects and phenomena of the surrounding world. In order to develop cognitive interests in preschoolers (5 - 7 years old),

intensive work is used. Children independently germinate seeds. Grow vegetables, watch the growth of plants. Moral motives are of great importance in the formation of the behavior of the preschooler's personality. By the end of preschool age, social desires to do something pleasant, necessary for people prevail among these motives. To be useful. Already in preschool age, the behavior of some children shows forms of a creative personality type, while others show destructive ones. It is important for the teacher to notice the manifestation of a certain trend by seemingly insignificant signs and skillfully correct the development of the child as an individual, to provide each child with full-fledged ways of self-expression and self-affirmation. A child with high self-esteem feels more confident, bolder, more actively expresses his interests, abilities, sets higher goals. The influence of adults on the formation of self-esteem of a preschooler is great. The teacher should strive to ensure that his behavior is an example for his pupils.

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