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DEVELOPMENT OF INDIVIDUALITY IN COLLECTIVE RELATIONS

Abstract: This article presents the specifics of the manifestation of personal qualities, individual propensity for activity and the content in the composition of personal qualities of the moral qualities of preschoolers in collective relationships. Also considered are some sequences in which the social qualities of a person are manifested, and collective relations in the children's environment.

Key words: Collective education, collective relation, collective, identity, moral qualities, personality, personality, preschool education.

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Introduction

In our republic, more attention is paid to the development of organizational and methodological support for the development of the preschool education system than ever before. The concept of the development of the preschool education system by 2030 defines such priority tasks as the creation of conditions for the comprehensive intellectual, moral, aesthetic and physical development of children of preschool age, the introduction of innovations, advanced pedagogical and information and communication technologies in the preschool education system. This requires improvement of the methodological system of personal qualities development in children of preschool age in collective relations. [1]

The uniqueness of each child is manifested in the children's team among comrades. The child feels comfortable in a place where he is appreciated, loved, understood, protected. And such a team is a team in which ethical relations prevail. A child who is unable to do much is often criticized by his peers, even harsh insults. Therefore, when children's relationships are based on such moral foundations as empathy, care, this is necessary for every child. Collective relationships in the children's environment, based on the moral upbringing of children, can be one of the conditions of the child's self-consciousness in the group of peers, manifested in the ability of the teacher

of any preschool educational organization, subsequently able to develop with skill. It is very important that the child's personal experiences be directed to another child since this is a process of emotional orientation towards another child, which facilitates the access of a preschool child to a group of peers and ensures the relative ease of his stay in it. However, it is more difficult to meet research work on the study of the individual characteristics of the child. The need to study this problem will further exacerbate the need for the development of the child in the context of the new requirements for preschool education. The development of such a system involves overcoming several contradictions. [7]

In particular, the teacher determines the attitude of the teacher to the child, what he likes and does not like children of this age, what they need to teach, what they expect, etc., That is, the "ideal" image in the mind of the teacher. The teacher not only draws the child's attention to his individuality but also rejects him, achieving the child's ideal compliance with preschool age.

Materials and methods

Шахсий фазилатлар намоён бўлишининг ўзига хос хусусияти, фаолиятга индивидуал мойиллик ва уларни амалга оширишнинг жамоавий шакллари ўртасидаги зиддият, уларда маълум бир зайлнинг танланганлиги,

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характеристикаларнинг умумийлиги, моделга мослиги ва бошқалар билан тавсифланади. Боланинг табиий равишда ўз имкониятларини болалар гуруҳида амалга оширишга интилиши ҳамда педагогик назария ва амалиётдаги тадқиқот ўртасидаги зиддият куйидагича: а) гуруҳ ҳаётида боланинг ўзига хослигини сақлаб қолишнинг энг оптимал йўллари; б) жамоавий муносабатларнинг ишлаши учун зарур бўлган индивид контекстида шахснинг ахлоқий салоҳиятини ривожлантиришга ёрдам берадиган бундай тадбирларни ташкил қилиш.

Given these contradictions, the main problem of our study is:

– The pedagogical process, the manifestation of moral qualities, individual preferences and collective characteristics of activities in the organization of preschool education, which allow the child to overcome the objective contradiction between his or her personality;

– Meeting the child's need to work with peers, demonstrating individual positive qualities and eliminating negative ones.

To consider the problem of personality development in society, we need to determine the essence of the concepts of "personality," "personality," "individuality," "community" and "public consciousness."

The concept of "Individual" in the pedagogical dictionary is defined as "a person as an independent, intelligent being," which in Latin means "individual" - indivisible.

It is also noted that he can be self-governing and at the same time be the bearer of universal human values in his external relations. [8]

"Individuality" is a narrower concept than both of the above concepts, which includes a complex of all specific features that distinguish a particular person from another particular person. The "interpretive dictionary of the Uzbek language" states that this concept means "individuality, individual behaviour." [9]

Personality, on the one hand, means a combination of individual characteristics and social qualities inherent in a particular person as a subject of life, on the other hand, personality means the social characteristics of an individual assigned to him, formed in the process of direct and indirect interaction of a particular person with other people and being the object of communication, knowledge, activity. The collective is a spiritual and moral association, a system of relations, an objective characteristic of human common existence, which ensures the organization of labour, free time, the way of the distribution of material and spiritual goods, forms of consumption, compliance with the norms of legal, moral and aesthetic behaviour. Collectivism is a universal characteristic of people objectively educated in

socially useful activities that ensure normal relations. Therefore, this individual trait should be the subject of targeted education of people, regardless of their social orientation and pedagogical system.[6] The historical foundations of personality development are visible in each period. In each historical period, famous philosophers, thinkers who reflected on social problems, paid attention to the goals of education, that is, to a personal ideal corresponding to the level of society culture achieved during this period.

What happens in communities that pass from generation to generation, remains unchanged, and what is the product of socio-historical residence? B.T. Likhachev defines the beginning that will remain without the indispensable four variables that exist in any particular historical form:

– cohesion in the collective depending on the mafia and the needs of people. This is the natural scientific and social basis for the unification of all;

– structural and organizational structures in which useful and effective labour activity are possible;

– striving for social justice, creating equal conditions for the manifestation of individuality, satisfying material and spiritual needs through joint activities;

– the emergence of an ethical and psychological environment in relations between people. [2]

The principle of individualization and self-identification of personality in society was considered by researchers of a particular period in various theories and concepts.

The problem of individuality and self-identification of personality in society was studied by Ya. A. Komensky, J.J. Russo, A. Disterveg, D. Dewey, M. Montessori, K.D. Ushinsky, E.I.Tihevo. The individual qualities of the child are first formed in the family environment and gradually become noticeable in educational institutions. For this reason, from the earliest times in the history of human culture, special attention has been paid to the interpersonal relationship of the child, especially the relationship between parents, children and children. We see that this topic has a long history on the example of almost all examples.

The first roots of collective relations can be seen based on family relations, parents and children and blood ties. Since time immemorial, issues such as kinship and good-neighbourliness have played an important role not only in religious but also in other social relations. The essence of this is to cultivate the behaviour of the individual in collective relations. The great scholar of the East Abu Raihan Beruni also emphasizes the need to establish close kinship in the formation of collective relations. On this topic, the scientist writes: "A person is obliged to live in a society with his relatives, the purpose of which is to support each other and do what is necessary for everyone to provide for himself and others." [3]

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Abu Ali ibn Sina is another Eastern thinker who is distinguished by remarkable views on the problems of collective relations. The pedagogical and psychological views of Ibn Sina were built on a social basis, and he was able to scientifically prove the importance of raising a child in society, defending the application of universal principles in raising a child. [4.5.10]

In a team environment, each child must join a peer team, find their place in it and recognize others.

To do this, the child must develop special qualities, thanks to which the child can establish different relationships with peers. Such qualities that positively characterize the child include organization, discipline, interest, etc., but this does not mean that the child has not yet entered the circle of his peers.

This will require other personal qualities that will help you communicate with children and develop relationships. In it, we consider such qualities as kindness, compassion, care, mutual assistance, which reflect the potential opportunities that characterize the social nature of the person, as a condition for the moral development of a preschool.

Because they reflect sociality in nature, they must be formally integrated for each child, making them meaningful in person. The personal significance of these qualities is reinforced by the influence of individual competence, the importance of which is determined in joint teamwork, in which each student can prove himself/herself by realizing his/her potential and contributing to the common work.

A school-age child must learn to feel reality around himself, human relationships, as well as feel nature, positive and negative emotions, and distinguish human feelings in our eyes.[11. 12] Entering my inner self, distinguishing his state of mind: I am happy or sad, today I am happy because my friend is happy and so on, accumulating moral emotional experiences, the child learns to transfer his internal individual feelings to others.

We accept moral emotions as an important basis for the formation of social consciousness and behaviour because the lack of moral experience in a person in the process of forming social perception complicates the moral education of the child, as well as the formation of collective relations.

The personal experience of the child develops in the process of feeling objects and events of the surrounding reality, in the relationship between people and nature, joy and sadness, pleasure and dissatisfaction, surprise and anger, and so on.[13] The peer can and should be the object of interesting observation and relationships for the child. In the process that occurs during the action, individuality

implies freedom in the free mind of the child, emotions, behaviour, including ability, but human freedom is formed relative to the environment. Since preschoolers are among their peers in preschool institutions, the "children's team" will need to study issues relevant to the community and find the best ways to interact between this team and the child. It is important that the realization of individual abilities contributes to the development of his moral potential and the formation of collective relations.

We consider the child's individuality as a feature of his manifestation in his own moral qualities, which allows him to work in a group of children, in collective relations with them. In the process of changing these qualities, individuality develops, which accumulates positive experience in the collective activities of preschoolers and eliminates negative qualities.

Thus, a person manifests as a member of a team, and he is connected with other members through certain relationships. The state of the emotional comfort of children among others is determined by his attention to the team, readiness to interact with him and emotional attitude to the state of other children.

In this regard, the following system of indicators was developed, which allows an objective assessment of the degree of their education in the child. - Sympathy, sadness, mutual help. Mutual assistance synchronizes with sympathy, but unlike the latter is manifested in obvious useful movements that are constantly changing in nature.

Conclusion

The development of ethical potential is considered as a combination of opportunities to manifest social qualities that reflect the essence of individuality in the process of collective activity with peers. The conclusion is that when conducting pedagogical experience-testing aimed at developing individuality in collective activities, it is advisable to take into account the following stages.

- Pay attention to the development of child surveillance;
- Creating conditions for the development of care, sympathy and mutual assistance;
- Encourage children to display the necessary moral qualities;
- support for care, sympathy and mutual assistance, which are manifested by children on their own.
- Strengthening of success in collective activities ensured by the individuality of each child in the minds of children.

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