



THE ROLE AND IMPORTANCE OF ATTRACTIVE RELATIONSHIPS IN THE DEVELOPMENT OF CHILDREN OF PRESCHOOL AGE

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<p>Received: September 24th 2022 Accepted: October 26th 2022 Published: November 30th 2022</p>	<p>Attractive attitude in education is one of the humane principles of pedagogy. The article analyzes the emergence of an attractive attitude and its features of application in the preschool education system at the present stage.</p>
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Determining the place of attractive relationships in education is one of the main tasks of pedagogy. These relationships have been known since ancient times, and the demand for such relationships is increasing in the modern education system. It is important to highlight the role of attractive relationships, the pedagogical analysis of such relationships, and the features of their application in the preschool education system today.

"Attraction" is a French word that means "attraction". The processes of mutual aspiration of people to each other, the formation mechanisms of their connection to each other, friendly feelings, sympathy and similar situations are covered by the term attraction.

The formation of attraction is the formation of positive attitudes towards oneself, that is, to be inclined towards oneself. There are no bad people, only bad relationships exist. It is necessary to establish good relations between children and teach them how to form them. For this, the teacher should know the methods of attraction and be able to use them appropriately.

One of the most important and relevant topics of social psychology is the topic of interpersonal attraction, which mainly involves the identification of factors that lead to the emergence of positive interpersonal relationships.

Early attempts to understand the place of man in nature, to explain his origin, similarities with other organisms, to reveal his uniqueness depending on belonging to a certain nation, age group, are generally as old as scientific knowledge itself.

The Renaissance period was characterized by great achievements in all areas of attractive relationships. The Renaissance represents admiration for man, his physical and spiritual strength. It was during this period that the ideas about man as the "crown of nature", the ideas of the integrity of his development, and the theory of the harmonious development of the individual were founded.

In the philosophy of I. Kant, the concept of a certain "pedagogical direction" is clearly visible. According to his philosophy, education and self-education is a natural duty of a person. Also, the need to create the theory of pedagogy, to apply it separately from the field of practical activity, and to make relations between people the theoretical basis of pedagogy was closely related to I. Kant's concept of "pedagogical direction". However, human knowledge did not become an independent scientific discipline for a long time. Ideas about man were expressed and considered mainly by philosophers.

Thus, the main stages of the formation of knowledge about people and attractive relationships between them correspond to turning periods in the history of human society. The transition from one socio-economic formation to another influenced the birth of new views and theories about the essence of human nature. Those with an advanced mind thought about the "purpose" of man, the human mind, its nature, its relationship with living beings, and its place in the world.

The concept of "pedagogical anthropology" presented by G. Noll in the work "Pedagogische Menschenkunde" had a direct impact on the study of attractive relationships between people in pedagogy. G. Noll considered pedagogical anthropology as "the process of formation of a child in accordance with his visible and hidden abilities, inclinations, talents, and his ability to establish relationships with others." By nature, the child is initially designed to reveal and improve all his inclinations during the educational process. G. Noll did not distinguish pedagogical anthropology as a special field of research, but introduced the approach of human relations to education, upbringing and development of a child.

G. Depp-Forwald tried to understand education based on human nature in the book "Educational Science and Philosophy of Education". It considers society and culture as a subject of education that has a purposeful effect on a person. The child realizes his



inner potential through the process of entering into social and cultural relations. The goals of human development are given as an "open future" that encourages decision-making and spiritual formation of a person. But recognizing the power of the educational influence of society on the individual does not allow to accurately assess the importance of attractive relationships.

Issues of moral values (honesty, responsibility, etc.) and educational importance of existential forms of human lifestyle (crisis, trust, etc.) have always been important in pedagogical theory.

A certain mental mood that appears between a child and an adult during the educational process is filled with attractive relationships. It can be described as a pedagogical environment.

In the first years of a child's life, their existence is assured and safe thanks to the mother's care, but as they grow older, this initial security diminishes. A growing person is forced to realize the desire for security and reliability, and creates a personal "home" as a new guarantee of living in the world. The anthropological function of the house is defined through the experience of homelessness. The most important existential form important for upbringing is a personal crisis, in which the disruption of the primary lifestyle brings out its unpleasant aspects. But as a result of this, the realization and renewal of life perspectives is carried out. The task of the pedagogue-educator is to determine the destructive and renewing power of the crisis and to provide the necessary support to the student. In this process, a person's ability to critically look at himself and evaluate his potential is revealed.

It is emphasized that the crisis is a stage of human development related to the concentration of hidden creative forces. In our study, we will consider one of the types of crisis - disharmony. Confidence, participation, advice, active action according to one's capabilities, incentives can be cited as specific educational regulators. Existential category like meeting is very important pedagogically. Its importance is determined by a radical change in the perception of the environment and people, and the pedagogue prepares the student for such a change. The educational essence of existential categories such as danger or failure is also related to everyday pedagogical research.

The pedagogue-educator checks the stability of the students and their self-confidence, but only in the environment of mutual trust, the self-expression of the individual is realized. Personal forms of vital feelings are inextricably linked with attractive relationships of the child (listening, respect, gratitude, etc.), but they do not represent any planning. Because they will be located in the area of personal irregularity. Pedagogical essences

of space, time and speech are combined with equally unstable forms of education.

From the point of view of pedagogical anthropology, it is possible to come to the opinion that it is impossible to teach patience, hope, calmness, independence. The pedagogue-educator works not on the educational technology, but on the life situation, interprets and explains the pedagogical reality. The pedagogue-educator is presented with a perspective that can overcome a purely technological approach to education.

Functionally, the educational process is considered to be planned, but it should understand the limits and possibilities of the technological flow. Phenomenological description allows to describe the pedagogical activity taking into account the integrity of human movement. If the closed image of a person is characteristic of authoritarian pedagogy, the free, terminologically ambiguous meaning of essence for pedagogical anthropology is always unexpectedly manifested in the changing state of education.

In short, the process of mutual aspiration of people to each other, the mechanisms of formation of attachment to each other, friendly feelings, sympathy and similar situations - means attractive relations. In order to establish and teach attractive relationships in the development of children of preschool age, a pedagogue-educator must know how to establish attractive relationships, have an idea of its methods and be able to use it effectively in the educational process.

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