



"DEVELOPING SOCIAL PERCEPTIONS IN PRESCHOOL EDUCATION CHILDREN"

Toshpolatova Rano Turakulovna

Samarkand State University
Faculty of Preschool Education
Independent researcher

Article history:	Abstract:
Received: 12 th February 2022 Accepted: 12 th March 2022 Published: 30 th April 2022	This article discusses the growth and development of social awareness of preschool children. The article consists of an annotation, keywords, introduction, main part, conclusion and a list of references.
Keywords: Perception, Object, Subject, Experience, Geometric Shapes, Infancy, Gestalt Theory.	

INTRODUCTION

In the first years of life, perception follows a very complex scheme of development. Gestalt's theory followers support this view. Newborn babies are born with ready-made forms with the main characteristics of perception. However, unlike their views, more experimental data is collected that indicates that emotional processes are gradually becoming more complex, images, appearing at various ontogenetic stages and becoming more and more, orthoscopic, that is, reflecting the environment more fully and adequately.

MAIN SECTION

Here we try to show that the effectiveness of solving various problems is increasing. Sensory problems mean getting acquainted with the objects they perceive, depending on the level of activity that depends on children's ability to perceive, that is, the level of acquisition of more perfect tools. Researchers who studied sensory processes during the Soviet era (A. N. Leontiev, B. L. Ananiev, P. Y. Galperin, A. V. Zaporozhets, V. P. Zinchenko, and others) reject the concept of receptors of the perception process (based on Pavlov's reflex theory). But this theory has dominated psychology for a long time. We treat this process as a specific process. Perceptive action: such perceptive actions play important roles. Their influencing components, that is, the touch movements of the hand, are expressed through the movements of an object or eye after the contour of the perceived figure. The task of this router is to check the function of research efforts.

Reproduction and copying of an object is the creation of an adequate image of an object, its characteristics, or its "similarity" (A. Leontiev). It is also achieved through the movements of sensory organs, most likely playing. A role similar to the role of emotional correction in perception processes involves tasks such as controlling complex movements making a

machete of an item using outside movements, as we try to show in other sources. In particular, this can be done by the movements of the receptor apparatus.

Putting and comparing an entity into an object that understands the model created allows the subject to be able to distinguish signals from this comparison. Make the necessary adjustments to the model and make the copy more accurate. In other words, sensory action involves not only discovery and modeling functions, but also corrective functions that provide an orthoscopic touch image that is adequate to the object being perceived. It is known that a child is born with a relatively well-developed analyzer, and systems that are manifested without a variety of general and private conditions are compatible with reflexes that can be awakened by stimulating the sensory organs of a newborn. The most important of these are the redirect-seeking results that will appear in this form for further emotional development.

The movements of a child's receptor organs depending on the stimulants—strengthening, stimulating, monitoring their movements, and so on. Such guiding responses from a newborn are very imperfect, but laboratory experiments (M. I. Lysins and L. A. Wenger) indicate that this tends to be very developmental. Perception in children also differs sharply in the first months of their lives and leads to relatively complex emotional effects. L. A. Wenger's experiments have proven that orientation can be induced, that is, differentiating complex shapes, such as geometric shapes, in babies 3 or 4, begins monthly. During initial experiments, children were shown two three-dimensional objects (tetrahedral, prism and shar). The duration of the eye-building of each object is set uniformly for all children. Next, one of the objects (prism) will be an object hanging over the top, but the cradle where the child will be left with a lot of poaagt loses its orientation response to it. In addition, control experiments are performed at different times and in different environments. Again, children are shown pairs



of objects. In each pair, the object was prism, and the other was fresh (ball, cylinder or cone). In control experiments, children have focused their eyes on a new direction, with more perception of the object and the object that has been attached to it for longer than it is old, familiar, the result indicates that they distinguished objects.

Doc. (PhD) ... diss. avtoref.–Tashkent, 2020, B.12-14.

CONCLUSION

In conclusion, Wenger's observations show that the movement of the receptor organs in a three-month-old baby determines the controller (the child controls movement, i.e. performs movement), represents the same character, not research, modeling. The task of actions is to bring the receptor to the optimal state for tracking it or this stimulant, not copying. Our experiences show that it contains an image with adequate perception. Small children cannot be distinguished by visual and sensory introduction to an object, such an image can be formed in the course of practical workshops. Addminds of various properties of objects, but have also identified some relationships between them. Our research shows that the sensory learning process can go chaotically and not be unforgettable. But if we can organize the process in accordance with the psychological laws of the stage of formation of perception movements, the effectiveness of this study can be significantly improved.

THE BIBLE'S VIEWPOINT:

1. Decree of the President of the Republic of Uzbekistan. About the Action Strategy for further development of the Republic of Uzbekistan. /Official publication/ Ministry of Justice of the Republic of Uzbekistan. – Tashkent: Adolat, 2017. 22 b.
2. Law of the Republic of Uzbekistan "On Preschool Education and Training". Address to the Supreme Court and our people on December 16, 2019, by the President of the Republic of Uzbekistan Sh. Miriam on December 29, 2020. <https://president.uz/uz/lists/view/4057>.
3. Resolution of the President of the Republic of Uzbekistan, December 29, 2016, "On measures to improve the school education system during 2017-2021"
4. Improving the vocational training of future teachers based on the N. Integrative Approach: Ped. Fan. B. Fals. Doc. (PhD) ... diss. avtoref., Tashkent, 2020. – B.10-17.
5. Akhmedova M.T. Pedagogical competence. – Tashkent: TDPU, 2016. - 84 b.
6. Berdalieva G. A. Improving the methodology of teaching children to think independently in preschool speech training: Ped. Fanl. Fals by.