

FORMATION OF THE CULTURE OF BEHAVIOR OF PRESCHOOL CHILDREN

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ABSTRACT

This article talks about concepts such as culture of behavior and culture of behavior and their role in human development.

Keywords: spirituality, behavior, culture, moral standards, spiritual maturity, human maturity.

The concepts of culture and spirituality are a real manifestation of pretentiousness in appearance. Culture is the external aspect of the problem we want to think about, while spirituality is the internal aspect. Culture is a product of the development of the human inner world, in particular, mature thinking. Spirituality is an incomparable power that takes shape under the influence of culture, urges a person to spiritually purify himself, grow up in the soul, makes a person's Will Strong, makes his faith whole, awakens his conscience, is a sermon of all his views. Well, there is a special connection between these concepts, which embody a deep, comprehensive meaning-meaning. Cultural heritage and spiritual achievements, which are the fruit of human thought, are important in the enrichment of the human spiritual world. Therefore, the spiritual education of a person cannot be separated from his culture.

The formation of the culture of behavior in preschool children takes place in stages. At each of these stages, children acquire a culture of activity, a culture of communication, cultural and hygienic skills and habits according to their age-specific psychological characteristics. T.A.Kulikova identifies the following stages in the development of a culture of behavior and relationships [2]the first stage in the education of a culture of behavior begins at an early age and is aimed at collecting a large number of isolated facts - behaviors stimulated by society (and parents). At the next stage, although it is difficult to distinguish from the first, the children begin to explain when and how to proceed in order to receive the praise of others. The "waiting technique" is important here. Its essence lies in the fact that adults, in their words, foresee the unwanted behavior of the child and help prevent it. For example: "now you and I go to the doctor, how do you say hello to him, what do you say? And he will definitely smile at you, he loves well-mannered children", "the waiting technique encourages decent behavior." At the second stage, conditions are created for the child to receive satisfaction from good behavior. And although he still does a lot for praise, you shouldn't be afraid of this at this stage. Praise is important for every person, it increases his self-confidence. This is especially important for a preschool child. At the third stage, continuing to create conditions for the practice of cultural behavior, the educator pays more attention to the awareness of the importance of children's etiquette. You can tell a little about the history of the emergence of etiquette for preschool children, about the traditions of the culture of behavior at different times and between people. about the content of etiquette in different countries and, of course, in the children's group. Children should be taught specific ways of behaving and expressing attitudes and emotions, and taught to control their own emotions if they are aggressive or unpleasant to others. One of

the tasks of fostering a culture of behavior and relationships is the formation of the ability to behave in the behavior of older children. In preschool children, a number of researchers indicate self-control as an important aspect of self-regulation, as the ability to prevent and correct possible errors in activity and behavior; self-control is based on the arbitrariness of behavior, and the main point is the moral norms of society. The content of the concept of "behavior in behavior" in relation to preschool children can be determined as follows: the child himself, his peer, the ability to foresee the consequences of the actions taking place for adults. related emotional experiences (feelings of satisfaction or shame, gratitude or resentment, etc.), which allow you to assert your legitimacy or change your decision in a way that does not correspond to the expectations of others.[3]consequently, in order to carry out the control of one's actions in a given situation, it is necessary for the child to: realize the meaning of the situation and determine its action in it; choose the moral rules that govern actions in this situation; understand the need for this rule, its moral meaning, its personal significance; anticipate the consequences of a planned action; show voluntary action, make an action. The development of awareness in children about the moral value of the rules of behavior and their use in their activities; the formation in children of the ability to foresee the consequences of the planned action, emotional experiences for this; the formation in children of an understanding of the personal significance of actions that have a moral meaning. Of great importance in the formation of self-control is the discussion with children of certain situations that require them to find a way out, relying on moral rules. As one of the active methods in communicating with children, you can use modeling, that is, a graphic representation of all the mental actions of the actor in situations that have a moral meaning. The plot of the story about a particular action is presented in the form of serial frames of a literary hero, each of which is determined by a substitute for a conditional character. It consists in the education of moral feelings in preschool children. [4] the culture of behavior is not limited to following the rules of conduct. It is closely related to moral feelings and beliefs and, in turn, strengthens them. In the upbringing of positive skills and habits in preschool children, it is necessary to adhere to the following principles of unity and integrity educational process, that is, the interaction of educational tasks, methods and means: consistency in education, systematicity; this is the repetition of exercises in the formation of skills and habits with a rational distribution of exercises in time. In the formation of a culture of behavior, positive results can be achieved not only with exactingness, but also with respect and confidence in children, both educators and parents. There are several stages in the formation of the culture of behavior of preschool children. The first stage in the education of the culture of behavior begins at an early age, the foundations of the culture of communication, the culture of activity are laid, cultural and hygienic skills are formed. At the second stage, conditions are created for the child to receive satisfaction from his good behavior. And at the third stage, continuing to create conditions for the practice of cultural behavior, the educator pays more attention to the understanding of the importance of children's etiquette.

In our time, in the public consciousness, a generalized image of a person who meets the requirements of the Twenty-First Century has already appeared. He is physically healthy, educated, creative, capable of purposeful social work, builds his own life, develops the sphere of life and communication, in accordance with the basic moral principles. Therefore, at the present

stage of public life, the problem of cultivating a culture of behavior in kindergarten is of particular importance. The culture of behavior is an important part of universal culture, morality, morality. Therefore, it is very important to teach a child everywhere and in everything to respect society and each of its members separately, to teach them how to treat others the same way. To be civilized, educated people do not belong to the chosen circle. Being a perfect person, being able to behave appropriately in any environment is the right and duty of every person. It is necessary to introduce children to the rules of good behavior from childhood and continue in childhood. It is necessary to teach understanding, relying on the cultural behavior skills previously mastered by children (politeness, courtesy of peers and adults, elementary skills in helping them, friendly forms of communication, etc.). the meaning and significance of certain rules of moral behavior and in the form in which they can be disclosed. Starting to actively apply the rules of behavior in everyday life, in the game and other activities, children learn them, and understanding the meaning helps the child to consciously control their behavior, emotions, independently control them in various life situations.

Thus, the level of development of the culture of behavior implies the assimilation of the intellectual and moral wealth of society, the formation of a scientific worldview, the development of personal abilities and talent, the content of labor skills, moral feelings and aesthetic ideals, sufficient knowledge and adherence to the norms of behavior adopted in society. After all, the listed requirements are also factors that enrich the human spiritual world.

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