



## THE ROLE OF THE TEACHER IN THE FORMATION OF A CHILD IN KINDERGARTEN

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### ABSTRACT

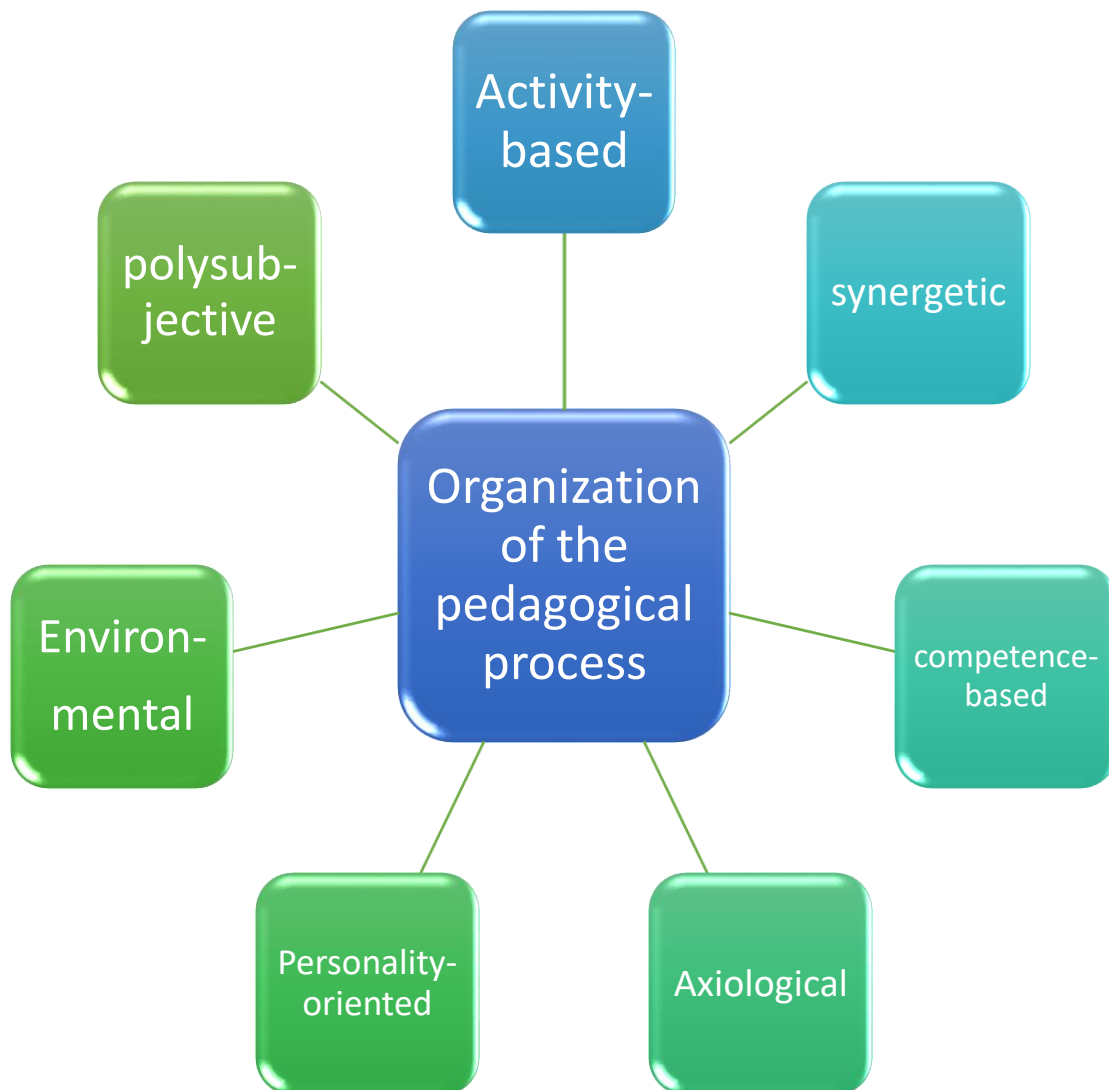
*This article discusses the role of the teacher in the formation of a child in kindergarten. A child from a social rehabilitation center receives his first life lessons from teachers and staff, and subsequently his formation as a person is influenced by all the people with whom he has contact. A particularly strong influence is exerted by people who are significant for the formation of character - educators, teachers, friends, representatives of the close circle. At the same time, the role of the teacher in a child's life is regarded as one of the most important. The character of the future adult, his development, aspirations, abilities, skills, behavior and other properties largely depend on the teacher's abilities and personal qualities.*

Recently, the problem of the social development of the child has become increasingly relevant, worrying not only teachers, but also parents who are concerned about what needs to be done so that the child entering this world becomes confident, happy, kind and successful. In preschool pedagogy, the social and personal development of a child is considered as a holistic process, during which he assimilates the values, traditions, and culture of society. From these positions, it is important to consider the importance of the role of the educator in this process, as well as the basic concepts that make up the process itself: "socialization", "social development", "social education". When getting acquainted with the State educational standard of preschool education, it is difficult not to notice how much importance the state attaches social and personal process of development of preschool children. Let us note that socialization is "the process of human development in interaction with the outside world".

The social development of a child, according to A.V. Mudrik, M.A. Galaguzova, is carried out in activity. The social development of a child is, first of all, the formation of communication skills, life values, assimilation of the traditions and culture of the society in which the child grows up. It should be remembered that social development creates the basis for the child's assimilation of moral values, ethical behavior, and methods of communication. Formed interpersonal relationships, in turn, become the moral basis of social behavior, feelings of patriotism, love for the native land, native country, good attitude towards people. Problems of aspects of social education of children are reflected in the works of V.I. Plotnikova, E.V.



Bondarevskaya, D.A. Leontyeva, V.D. Semenova, I.A. Kolesnikova, I.E. Widt, A.E. Shchurkova, O.S. Gazmana, M.N. Talanchuk. A special place in modern pedagogical science is given to research related to the study of different approaches to organizing the pedagogical process: axiological, personality-oriented, activity-based, environmental, multi-subjective, competence-based, anthropological, synergetic. According to some scientists, the first years of life are a critical period for social, intellectual and personal development.

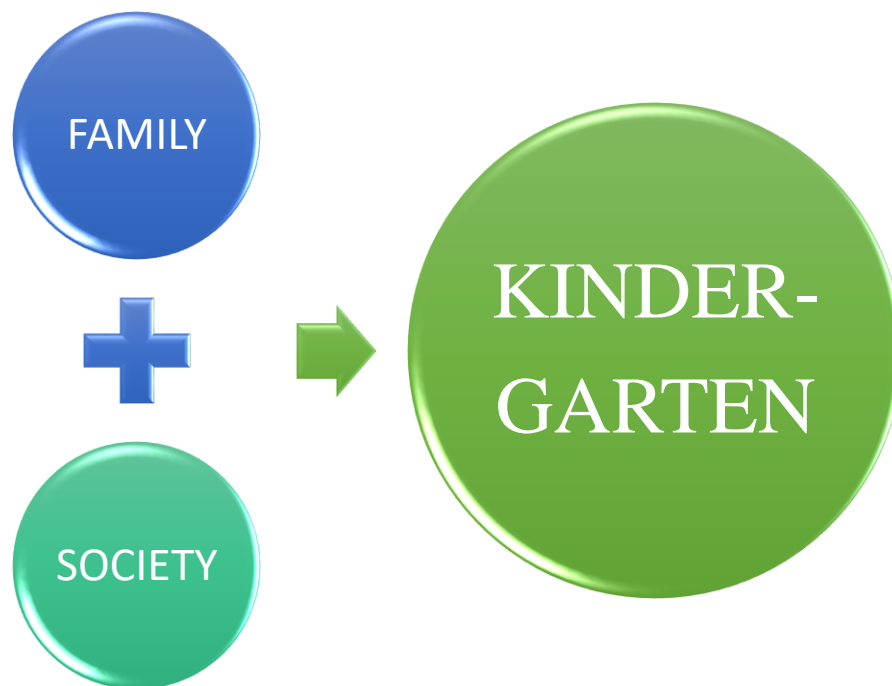


It is in preschool childhood that a person develops self-awareness and the first ideas about himself are formed, stable forms of interpersonal interaction, moral and social norms are formed. In this regard, the problem of social and personal development - the development of a child in interaction with the outside world - becomes especially relevant at this modern stage. The process of social and personal development of preschoolers includes various types of activities: gaming, research, visual, subject-related activities, project, communicative,

constructive activities. Since the leading activity of a preschooler is play, role-playing play becomes the main one in the formation of the child's social behavior, thanks to which the child models the behavior and relationships of adults.

At the same time, in the foreground for children are relationships between people and the meaning of their work. In childhood, the process of socialization is greatly influenced by agents of socialization, that is, persons with whom the child has direct interaction. They may be:

- family (parents or persons who constantly care for and communicate with the child, brothers or sisters);
- kindergarten (primarily teachers);
- society (peers, friends).



The first acquaintance with social life, its patterns and cause-and-effect relationships occurs in the educational environment of a kindergarten, where all the people around the children each play their own roles. These are parents, teachers, and the children themselves, peers of the preschooler. Since the majority of parents are busy people working or studying, the teacher plays an important role in the social development of preschool children. Social pedagogical activity in the conditions of preschool educational organizations is work that includes pedagogical and psychological activities aimed at helping the child, teacher and parent in developing their own individuality, organizing themselves, their psychological state, helping in solving emerging problems and overcoming them in society, and also help in the development of a little person. In early preschool age, it is necessary to develop in children a friendly attitude towards loved ones; in middle preschool age, develop in preschoolers the ability to understand the people around them, strive for communication and interaction, and expand their understanding of the world around them; in older preschool age, a friendly, attentive teacher-educator helps to acquire and teach them to enrich their understanding of people, their relationships, emotional and physical states, and to be able to “read” emotions in facial expressions, gestures, and intonation. Its role in the social development of a preschool child is great.



If the teacher does not know the personality of his pupil, feel his inner world, then he will not be able to understand him, and therefore to educate him correctly, teach him social norms and rules, or correctly guide his behavior. And the assimilation of social norms of behavior is, first of all, communication between children and adults, as well as with peers. The social development of a child in a preschool educational organization can only occur in the microclimate created by the teacher - this is when pupils feel free, protected, when they are valued and heard, when they are praised and correctly made comments, and most importantly, when there are warm relationships between children in the group. In a word, the social development of a child is the ability to live in a team, conscientiously carry out assignments, duties and readiness for the adult stage of social relations - studying at school.

The teacher should not only care about discipline and order; in the hands of the teacher, the most important aspect of children's stay in kindergarten is their moral and psychological state. And one of the main tasks of the teacher is to be able to focus the children's attention on the game. From the first days, it depends on the teacher what kind of psychological program the child will have, so the play situation should change taking into account the daily routine and time frame. The teacher must have a multifaceted talent: instantly fantasize, be both an older comrade and a caring "mother". After which the child will begin to trust the teacher and give him authority, because the character, behavior and whole life of the children depends on him. Therefore, often the role of the educator in the child's life will become dominant; even for parents, children can set their teacher-educator as an example, and everyone should strive for this. That is, to ensure that the behavior of the teacher serves as a model for the child in preschool education. And for the role of the educator in the social development of children to be effective, each teacher needs to cooperate with parents, recognize the priority of parental rights in matters of education, and develop a respectful attitude towards the traditions of family education of children, because the family is an important factor in the social development of children.

Thus, it is advisable to consider the general conditions for cooperation between educators and parents in work on the social development of children. These are the following:

- ensuring the emotional well-being and satisfaction of the important needs of the child in the kindergarten group;
- preservation and maintenance of a single line of positive social development in preschool educational institutions and in the family;
- respect for the child's personality, awareness of the intrinsic value of preschool childhood;
- developing in the child confidence in his abilities, the feeling that he is loved.
- formation of social competence (confidence); social abilities and skills, overcoming insecure behavior when communicating. Currently, a number of pedagogical technologies have been developed to solve problems of social development of preschool children, in which an important place is given to games, play activities, and difficult situations.

It follows that the position and place of the educator in this society is considered very high. The role of the educator in the knowledge children acquire is great because at present the reason for raising educators to such heights is that a child, having learned to read a letter in kindergarten, must go to school. In order for a child to study independently at school, an example must be able to solve problems and be able to write at the end. The teacher starts with



something simple until, for example, when teaching something about speech development in small groups, the help of a Speech-language therapist is needed when he begins to speak, but with current educators, classes are conducted by a Speech-language therapist, and the teacher independently conducts classes for children on this topic, and the teacher independently conducts classes for children on this topic.

Based on myself, I can say that this profession is my future profession. The purpose of my choosing this profession is to know how well they master children I try my best to bring their knowledge to the surface by giving them more knowledge by seeing their joy in their eyes. When the time comes that I open my nursery, the law that I have established will set the rules. My kindergarten will specialize in Russian and Turkish. Classes are also conducted only in Russian and Turkish. In my kindergarten, they enjoy playing games, lessons are also playful, and the children participate in activities with interest, helping them to work as a team and then support each other. For each child, separate toy objects will be provided with various teaching aids. Also, the kids don't eat in their groups because I don't like kids eating in their training room. The buffet, where the kitchen dine separately, will be separate. The children's bedroom will be separate with a room where classes will take place and parents will be able to find time and opportunity to watch their children from afar. Thus, the social development of children becomes possible to a decisive extent thanks to the qualified orientation of the teacher of a preschool educational organization. For each child, you can choose a set of techniques and methods that will contribute to more effective social development of the preschool child. It is important that the teacher takes into account all the individual characteristics of each child and manages to develop his abilities and capabilities. It is a competent teacher who helps the child discover a peer and establish social contact with him.

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