

DEVELOPING THE CONCEPT OF "I" IN YOUNG CHILDREN

Sharipova Guzal Sodiqovna

PhD, Professor, Department of Pedagogy, Alfraganus University

Xakimova Shaxlo Fayzullayevna

Master's student at Tashkent International University of Chemistry

Abstract: The article presents innovative approaches, modern methods, and a pedagogical analysis of developing the “self-concept” in preschool preparatory group children within early childhood education institutions.

Keywords: Preschool educational organization, child, concept, individual, innovative, method, group of children, success, understanding, aspiration, Self-awareness, independent choice

As a child grows, his ability to successfully interact with his environment contributes to the formation of the concept of “self”. Positive development of self-awareness at an early age gives the child the strength to feel competent, try new things and strive for success. The concept of “self” is important and relevant for both children and adults. What is the concept of “self”? Can personal competence be created? How can it be developed? When is it used?

Personal competence (creation of the concept of "I"). Through the development of personal competence, a child demonstrates a set of characteristics that are formed in preschool age and continue to improve throughout life. This competence includes the child's ability to take responsibility for self-care and the skills to manage his daily life and implement a sustainable healthy lifestyle.

Children know their place in life, learn to care about their own well-being, as well as the well-being of others. The child makes independent choices and believes in himself. He knows his strengths and weaknesses, and begins to work on overcoming them. He understands his differences from others. He can put forward and promote his ideas; learns to make decisions for himself. He sets goals for himself. He shows initiative and responsibility for his actions. He shares his hobbies, interests, and feelings. He satisfies his growing physical, cognitive, emotional, and social needs. For example:

In the center of plot-role-playing games and dramatization, we will stage the play "Zumrad and Qimmat", in which the child will know the content of the fairy tale, describe the positive and negative sides of the characters, distribute roles and choose appropriate images. He will be able to act out the plot of the fairy tale. In this process, the child will learn to independently choose his role and feel responsible for his role.

The preschool age of 6-7 years is a period of fundamental qualitative changes in the child's psychological development, and it is at this stage that the structural structures of the personal concept of "I" begin to form as a holistic system. During this period, as the child strengthens the balance between his biological needs and social experience, a unique process of internal identification takes place in his mind. [2] It is emphasized in pedagogical literature that in the process of self-awareness, the child first of all moves from external assessments to an internal assessment system, which is considered a higher level of self-perception. For example, whether

I was able to choose the right colors for my picture or whether I took the lead in playing a game as a team can be an example.

On December 22, 2020, the Cabinet of Ministers of the Republic of Uzbekistan adopted the "State Standard of Preschool Education and Upbringing" by Resolution No. 802. This state standard is divided into five main areas of development of children from birth to 7 years of age. Each area of development is, in turn, divided into sub-areas, which consist of several requirements (expected development indicators) appropriate for each age group.

1-physical development and the formation of a healthy lifestyle;

2-social and emotional development;

3-speech, communication, reading and writing skills;

4-development of the cognitive process;

5-creative development.

The goal of preschool educational organizations to develop personal competencies of 6-7-year-old children is to take various approaches to the area of "Socio-emotional development".

The area of "Socio-emotional development" is divided into the following subareas:

The concept of "I";

Emotions and their management;

Socialization, communication with adults and peers.

Expected results of the development of the concept of "I" in preschool educational organizations of a 6-7-year-old child in the subarea of "Socio-emotional development":

*Speaks about himself in the first person as "I";

*Talks about himself (knows his name, surname, age, gender, etc.);

*Applies to people close to him and asks them for help;

*Chooses a friend and plays with him;

*Expresses interest in his family and kinship ties;

*Expresses his needs;

*Shows increasing confidence.

In order to develop the following indicators in a child, the pedagogical staff of the Maktobagcha educational organization should use various innovative approaches and modern methods, based on their creativity and capabilities.

Innovative approaches:

Develop independence and self-management.

Giving choices:

Create opportunities for children to make independent choices in their daily lives. For example, choosing their own clothes or choosing their own activities.

Delegate responsibility: Give them small, age-appropriate tasks—like setting the table, putting away toys, or helping with laundry. This builds their sense of trust and responsibility.

Right to refuse: Giving them the opportunity to say “no” to an activity or game teaches them to manage their own choices and emotions. Builds competence and self-confidence.

Focus on strengths: Help your child understand what they are capable of and what they are good at.

Challenge them: Encourage them to try new things. Praise effort, effort, and ambition more than results.

Teach them the steps to completing a task: By teaching them to complete a task independently, your child will learn to take responsibility for their actions.

Give balanced feedback: Praise the effort and effort in the process, not just the result. For example: “You did a great job, the most important thing is to try your best.” Develop self-analysis and emotional intelligence

Listen and ask questions: Listen to the child’s thoughts and ask questions that help them think about their feelings.

Name and validate emotions: Teach the child to express feelings appropriately. For example: “I know you’re angry right now, but hitting is wrong. How else could you have shown your anger?”

Teach how to evaluate achievements: Guiding the child to evaluate their own work develops self-awareness and independent thinking.

Develop self-awareness through creative and interactive activities

Mirror Activities: Recognizing your reflection in a mirror and learning about body parts increases self-awareness.

Working with Pictures and Images: Seeing pictures of your child and their family teaches them to relate to others.

Role-playing and Dramatization: Taking on other roles helps your child think from different perspectives and understand themselves and others.

Cooperative Play: Develops skills in taking turns, working together, and following rules.

Showcasing Talents: A variety of activities, large or small, help children showcase their talents and build self-confidence.

Modern methods:

Role and didactic games: Allow children to try on different social roles (child, friend, student, hero), which helps them understand themselves in a system of relationships. The use of interactive games and imitation techniques develops understanding of their own feelings and the feelings of others.

Art therapy: Drawing, working with clay and other creative activities allow children to safely express their feelings, fears and self-perception. Exercises such as “I drew myself”, “My family” or “My friends” help with self-understanding and analysis.

Project and research activities: Participating in collaborative projects (for example, creating a “Book about myself” or a “Map of my interests”) allows children to see their strengths and achievements in the context of a common task. Self-esteem is strengthened in children by exploring their abilities, such as “I am the best today!” **Technology:** Using interactive applications on educational platforms with virtual tours and personalized content to develop emotional intelligence. Using tools to create digital “portfolios” that show the best work helps the child see his or her own development.

Coaching and mentoring: Creating a supportive environment where adults act as coaches, teaching the child to make independent decisions and set goals. Using the “I-statement” technique helps the child express his or her feelings and needs without blaming others.

In conclusion, it can be said that the formation of the concept of "I" in preschool children is a complex process, which requires the use of various methodologies based on psychological theories. In this process, it is necessary to take into account the cognitive, emotional and social development of the child. The correct use of these innovative approaches and modern methods helps to strengthen the child's personal qualities and increases their readiness for future social life.

List of used literature:

1. Ilk qadam" davlat o'quv dasturi - Toshkent 2022
2. F.Qodirova, Sh.Toshpo'latova, N,Kayumova, M.A'zamova, "Maktabgacha pedagogika" darslik, Toshkent-2019, 132-b.
3. Vazirlar Mahkamasining 2020-yil 22-dekabrdagi 802-son qarori "Maktabgacha ta'lim va tarbiyaning davlat standarti";
4. Nusratova, K. C. (2021). RELEVANCE OF THE TOPIC OF WAR IN UZBEK CHILDREN'S LITERATURE (ON THE EXAMPLE OF THE WORK OF THE WRITER SAFAR BARNOEV). Galaxy International Interdisciplinary Research Journal, 9(12), 740-745.
5. Нусратова, Х. Ч. (2021). ЭВОЛЮЦИЯ УЗБЕКСКОЙ ДЕТСКОЙ ПОВЕСТВОВАНИЙ (НА ПРИМЕРЕ ТВОРЧЕСТВА САФАРА БАРНОЕВА). Интернаука, (11-1), 18-20.
6. Sattorova, D. Maktabgacha yoshdagi bolalar rivojlanish psixologiyasi. Toshkent: Universitet, 2019.
7. O'zbekistan Respublikasi Maktabgacha ta'lim vazirligi. Maktabgacha ta'lim konsepsiyasi. Toshkent, 2020.
8. Jo'rayev, N. Xalq og'zaki ijodi: Nazariya va tahlil. Qarshi: Nasaf, 2015.

9. Sharipova, G. S. (2022). Distribution and modernization of advanced pedagogical practices in the lesson process. *Current Research Journal of Pedagogics*, 3(06), 12-15.
10. Sharipova, G. S. (2018). Role national decorative elements in edicfting young generation. *eastern european scientific journal*, 3, 90-94.
11. Guzal, S. (2022). A Brief History of Multiculturalism in Malaysia. *Russia and the moslem world*, (3 (317)), 90-100.
12. Sharipova, G. S. (2019). Corporate basics of preparing students for professional pedagogical activity. *International Journal of Progressive Sciences and Technologies (IJPSAT)* ISSN, 2509-0119.
13. .Рустамова, М. М. (2017). Методика развития творческого мышления учеников в системе начального образования. *Восточно-европейский научный журнал*, (3-3 (19)), 15-18.
14. Mirkamalovna, R. M. (2016). Psycho-Pedagogical Aspects of Development of Creative Thinking of Pupils of Primary School. *ANGLISTICUM. Journal of the Association-Institute for English Language and American Studies*, 5(8), 82-85.
15. Rakhimova, Z., Topildiev, B., Nazarov, S., Kadirova, M., Sobirova, N., Rustamova, M., & Nusratova, K. (2025). Fostering Entrepreneurial Competencies in Higher Education: Trends, Challenges, Legal Issues and Impacts on Student Success. *Qubahan Academic Journal*, 5(3), 114-142.
16. Jabborov, A., Begmatov, S., & Azamova, M. (2018). О ‘zbek musiqasi tarixi. Toshkent–2018.
17. Kadyrova, F., Sh, T., & Azamova, M. (2019). Preschool pedagogy. T.: For.
18. Sharipova, G., & Djumaev, M. (2025). О ‘quvchilarga iqtisodiy ta’lim-tarbiya berishda xorijiy tajribalar va dasturlarning o ‘zaro tahlili. *МАКТАБГАЧА ВА МАКТАБ ТА’ЛИМИ JURNALI*, 3(2).