

The Role Of Social Environment In The Formation Of Self-Awareness Process In Preschool Children

Nozima Mullabaeva¹, Shokhroza Abdunazarova², Abdulla Sharafitdinov²

¹National University of Uzbekistan named after Mirzo Ulugbek, Tashkent, Uzbekistan

²Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek, Jizzakh, Uzbekistan

¹Corresponding author: barnoshka4675@gmail.com

²ruzashyusupova@gmail.com

³sharafitdinovabdulla@gmail.com

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Abstract The process of self-awareness in preschool age is influenced not only by biological factors but also by the development that occurs under the influence of socially and psychologically consistent external stimuli. These stimuli can even lead to age-related developmental delays. The family and pre-school educational institutions, which form the primary social environment, play a crucial role in educational, psychological, and pedagogical activities.

1. INTRODUCTION

From birth, individuals undergo a process of physical growth and mental development influenced by various objective and subjective factors and conditions. Throughout ontogenetic development, the influence of the social environment and relationships leads to dynamic changes. The dynamic characteristics of an individual are shaped by the personal variability of behavioural qualities resulting from the impact of the social environment. Throughout life, individuals interact with the objective world directly and indirectly as they study the environment and society. This interaction influences emotional, intellectual, and behavioural development. The process of acquiring vital knowledge, skills, and competencies involves internalization and exteriorization of the subject's interaction with the object. In other words, the external environment influences the inner psyche of the individual, and the inner spiritual world influences the external environment. Human

development, both physical and spiritual, has always been a priority at every stage of life.

One of the main factors contributing to individual perfection is the level of development of self-awareness [Goziyev E.2002]. Self-awareness is a complex process that evolves through the individual's relationship with oneself and various social environments. The process of self-awareness is closely linked to cognitive and social cognition. It plays a crucial role in the ontogenetic development of the human personality, aiding in overcoming age-specific mental crises and finding one's place and status in different social environments. Understanding one's potential is vital for self-development. The renowned theorist K. Rodgers also emphasizes the importance of self-awareness in his phenomenological theory. In this theory, man is described as an active being who is goal-oriented and capable of self-direction towards a goal. When there is a discrepancy between the concept of self-awareness and the experience of the whole organism, a threat arises, and individuals may distort or deny perception to protect their sense of self. This gap

¹ barnoshka4675@gmail.com

² ruzashyusupova@gmail.com

³ sharafitdinovabdulla@gmail.com

between self-awareness and real experience can lead to changes in personality and psychopathology [Hjelle L., D. 1992]. Rodgers explains that individuals evaluate the external objective world through their subjective perception, and self-awareness involves analysing subjective perceptions, needs, and desires, which significantly influence behaviour. All personality traits are reflected in the concept of "self." Therefore, the process of self-awareness is intrinsically linked to mental development, with a continuous connection between psychological characteristics and the process of self-awareness.

A child's personal social psychological development is influenced by factors such as heredity, environment, and education. Life experiences also play a significant role in shaping personal management. Individuals often base their behaviour on their own life experiences, and self-awareness allows them to manage their behaviour in line with their personal perceptions. Self-awareness involves a process of self-directed attention and behaviour change, which is undertaken by the individual and the community [Kozlova O. N][4]. Jie Yin's study also explores the possibility of self-awareness through reconstruction using the concept of reflexivity with Kant's model [Shamsiyev O.B 2010]. In this context, self-perception is possible when one can see oneself as an object. Proper orientation of the psychological features of self-awareness during the preschool period, based on the child's physiological-psychological individual developmental characteristics, contributes to the development of the person's future self-education skills. The child's mental development occurs through personal activities, social environments, and interpersonal relationships, alongside cognitive, emotional, and behavioural processes. The components of self-awareness include self-knowledge, self-awareness, self-control, and self-management, enabling individuals to manage their personal lives wisely and utilize their abilities effectively. The process of self-awareness develops consciously and unconsciously in every member of society and is influenced by cultural norms, national character, spirituality, and values, which vary based on different states and nations. Thus, self-awareness is intrinsically linked to morality, national character, spirituality, and social norms. Properly formed self-awareness from an early age empowers children to overcome age-specific

crises, realize their potential, analyse their thoughts, manage their emotions, interact effectively, and develop opposing views on behaviour that contradicts social norms.

2. METHODS

In our research, we have selected various methodologies to determine the role of the child in the social environment during preschool age and to study the self-assessment results in the child's cognitive process within the social environment. The questionnaires used were "Parents and Teachers' Attitudes Toward Children" by F. Varga and V. Stalin (for educators and parents), "Who Am I in This World" methodology by V. A. Sonin (for parents, educators), and "Study of Personality Character Accentuation" methods by K. Leongard. Additionally, we utilized Luskanova's method "Determining the Motivation to Learn" for preschool children and R. Jelening's projective methodology along with VG Shur's projective method "Stairs" (refer to Appendices 1-6) for the research. A total of 60 parents and their children from 60 families participated in our study. The results obtained from our subjects were analysed using the SPSS program for both quantitative and qualitative analysis. Among the parents who participated, 5 were male, and 55 were female.

3. RESULTS

Based on our research, it is evident that parents make efforts to spend more time with their children, as indicated by the scores on the "Accepted" scale, where they accept their plans and interests. On the "Cooperation" scale, children demonstrated interest in planning and working together, trying to provide support and sympathy to their peers. However, on the "Authoritarian Hyper-socialization" scale, it was observed that some parents have a tendency to demand unconditional obedience and discipline from their children. Additionally, the "Responses to Child Failure" scale showed that the evaluation of a child's ability to perceive personal and social maturity was moderate (see Table 1).

TABLE 1. Methodological statistics of parental relations

	N	Minimum	Maximum	Medium quantity	Standard deviation	Asymmetry	Exc ess
Accepted	60	1,00	9,00	4,2667	1,64540	,335	,018
Cooperation	60	2,00	7,00	4,6333	1,13446	-,018	- ,356
Authoritarian hyper social	60	2,00	7,00	5,0000	1,13496	-,072	- ,535
A little unlucky	60	1,00	8,00	3,2333	1,30665	1,908	4,49 1

Apart from assessing the parents' attitudes towards their children, a method was employed to determine the character accentuation. The findings revealed that a majority of the subjects exhibited signs of emotional, rigid, and exhalatory character accentuation. Specifically, the second table

demonstrates the exhalatory type of character accentuation, characterized by high sociability, liveliness, cheerfulness, a strong sense of social justice, but also sensitivity, resentment, and scepticism.

TABLE 2. K. Leongard's personality character accentuation statistics

	N	Minimal	Maximum	Medium quantity	Standard deviation	Asymmetry	Excess
Hypertim type	50	3,00	21,00	13,8000	4,61586	-,301	-,275
Worrying	50	3,00	24,00	14,2800	5,40612	-,017	-,607
Distim	50	3,00	24,00	11,8800	4,28400	,555	,287
Official	50	4,00	22,00	11,8000	3,66450	,319	,393
Movable	50	3,00	21,00	12,1200	4,41075	-,032	-,242
Emotional	50	9,00	27,00	19,6200	4,16443	-,491	-,353
Rigid	50	10,00	28,00	16,2200	3,74324	,716	,653
Demonstrative	50	4,00	24,00	12,3800	4,24211	,296	,043
Cyclotype	50	3,00	24,00	13,6800	4,77852	,391	,070
Ekzaltr	50	6,00	24,00	15,5000	6,65858	-,217	-1,286

Statistics on the methodology for determining parental self-assessment are presented in Table 3, which revealed that parents were able to self-assess based on 10 qualities. Self-esteem, being a component of parental self-awareness, plays a

significant role in shaping personality traits, especially in the context of relationships with children. The results show that the majority of subjects demonstrated high self-esteem and self-awareness

TABLE 3. The result of parental self-awareness methodology

	N	Minimal	Maximum	Medium quantity	Standard deviation	Asymmetry	Excess
Self-esteem	60	35,00	60,00	49,2333	6,29061	-,268	-1,031

We employed the Student T criterion to assess the gender difference between the scales of the methodology in preschool children.

TABLE 4. Indicators of Methodology for Preschool Children in the Student Criterion

	Sex	N	Medium quantity	Standard deviation	T	Level of validity
To mother	Daughter	26	11,3077	3,74987	2,935	,005**
	Son	34	8,9412	2,48561		
To father	Daughter	26	7,1154	2,28608	-2,602	,012*
	Son	34	8,7353	2,46563		

The table's results indicate that, at this age, girls tend to have a more positive attitude towards their mothers than boys do, while boys exhibit a higher attitude towards their fathers compared to girls. In our research, we also examined the correlations between mother, father, and foster care types (see Table 5). We found that a higher level of child's positive attitude towards the mother was associated with increased motivation to learn ($r_s = 0.261$, $p < 0.05$). Moreover, most children with a strong maternal attitude demonstrated cooperative behaviour ($r_s = 0.386$, $p < 0.01$). In such cases, adults are actively interested in children's plans and activities, providing support and empathy. They appreciate the children's intellectual

and creative abilities and feel proud of their foster children. These adults are capable of encouraging the children's initiative and independence, treating them as equals, trusting them, and respecting their opinions, even in matters of disagreement. Furthermore, we observed that an increase in the cooperative type among parents was associated with a decrease in the authoritarian hyper-social type ($r_s = -0.317$, $p < 0.05$). In other words, parents who promote their children's independence and initiative, treat them as equals, have faith in them, and respect their opinions tend to exhibit less authoritarian behaviour.

TABLE 5. Results of the parent-child relationship

	To mother	Father	For older	Motive of education	Self-esteem	Accepted	cooperation	Authoritarian hyper type	A little unlucky
To mother	1,000	-,146	-,008	,261(*)	,061	,055	,386(**)	-,143	-,108
To father		1,000	-,199	,075	-,073	,143	-,151	,144	-,077
To older people			1,000	,142	-,054	-,186	-,065	,156	,101
Motive of education				1,000	,135	-,076	,102	-,152	-,057
Self-esteem					1,000	,011	,016	,064	-,064

Accepted						1,000	-,129	-,200	,299(*)
Cooperation							1,000	-,317(*)	-,351(**)
Authoritarian hyper type								1,000	-,175
A little unlucky									1,000

The experimental part of our study indicates that the correct attitude and influence of the preschool child's personality on the social environment significantly determine the child's cognitive, social, and academic development and adaptation during this period. The results revealed that effective communication among children was instrumental in enhancing social adequacy and fostering curiosity, which, in turn, facilitated their adjustment to the new social and psychological environment.

Moreover, our research findings demonstrate that parents, particularly mothers, who adopt a cooperative approach, show genuine interest in their children's plans and activities. They actively support and empathize with their children [Jie Yin. 2013]. This approach is reflective of the high regard for their children's intellectual and creative abilities. These parents encourage their children's initiative and independence, treat them as equals, have confidence in them, and value their opinions even in situations of disagreement. Our study also highlights that a positive response to parental interest and involvement in preschool children contributes to higher self-esteem, increased social resilience, and enhanced self-expression in the child.

4. CONCLUSION

Based on the above information concerning the issue of self-awareness in the personal development of preschool children, we can deduce that a child's level of self-awareness is vital for their physical health, mental stability, and social well-being, enabling them to navigate society as a mature individual.

It is important to note that the process of self-awareness is not spontaneous; rather, it is influenced by physiological growth, cognitive development, and social progress. Any deficiency or disruption in these aspects can impact the process of self-awareness. Thus, the development of self-awareness is significantly influenced by the social environment

and the interactions with others. Moreover, the process of self-awareness itself plays a crucial role in shaping these connections as it involves dynamic and interactive changes.

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