

# Teaching to Express Subjective Assessment of Pedagogical-Psychological Characteristics of Preschool Children.

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**Abstract:** In this article, pedagogical and psychological characteristics of children in the fifth year of life are organized. Also, recommendations regarding the expression of subjective assessment in children of preschool age are explained on a theoretical basis.

**Key words:** subjective assessment, speech communication, preschool education, educator, child, active speech, pedagogue, object.

Senior preschool age - the last of these periods is the preschool age, education when new ideas appear in the child's psyche. This is the arbitrariness of mental processes - attention, memory, perception, etc. And as a result, the ability to manage their behavior, as well as changes in their ideas about themselves, self-awareness and self-esteem skills. Preschool children in the sixth year of life are distinguished by their size, mental and physical abilities. Intellectual, moral, aesthetic, purely social, development will have high rates.

At this stage of life, every child's speech skills continue to improve. He pronounces all the sounds of his native language correctly, repeats words clearly and clearly, and has a communication vocabulary of many grammars. In use skills are formed. The sentences will be more expressive, clearer and more meaningful.

In the sixth year of life, a preschooler, a form of personal communication appears, which is characterized by necessity. Mutual understanding between peers and loved ones. Personal motives of empathy and communication are formed. Personal development at this age is characterized by the development of new knowledge, the emergence of new qualities. In the sixth year of life, all aspects of the child's personality begin to form: intellectual, emotional, moral and volitional aspects. Psychologists A.V. Zaporozhets and L.S. Vygotsky repeatedly emphasized that the situational behavior and demands of the child for activities subject to social norms in the older preschool years are emotional. In this period, instead of the cognitive type of communication between a child and an adult, it stands out as a person, in the center of which there is an interest in the person, personal relationships can also be included. By the end of preschool education, children develop self-esteem. Its content is the state of practical skills and moral qualities are formed in obedience to norms.

Behaviors set in this group. The general self-esteem of a preschool child is very high, which helps him master new types of activities, without doubt and with fear, education-type classes are included, school preparation, etc.

A child of this age cares for his loved ones. He learns the "language of feelings" - socially accepted forms of expression of various experiences with the help of looks, facial expressions, poses; gestures, intonations, movements.

Based on an in-depth study of the game, D.B. Elkonin specifically emphasized and describes the level of development of game activity in older preschool age:

1. The main content of the game is the performance of actions, children related to relationships with other people whose roles are played by others. Performing the role clearly stands out against the background of all actions related to these actions.

2. Roles are clearly defined and emphasized. During the game, the child clearly controls one direction of behavior. Children's role functions are interrelated. Speech is inherently role-based, defined by the role of the speaker and the role of the addressee.

3. Actions are placed in a clear sequence, strictly restoring the real logic. They are diverse and reflect different actions of the person depicted by the child. Actions aimed at different signs of meaningful play are highlighted.

4. Violation of the logic of actions and rules is rejected, which is encouraged not only by referring to reality, but also by referring to reality as a sign of the rationality of rules.

An older preschooler has the ability to set goals. It concerns himself, his actions. Such a change in activity and its goals is called mental arbitrariness processes and is important both for success in school and for all further mental development. At an older preschool age, the child can act according to any pattern (or rule) and control his behavior. In this game, when performing any role, the child, on the one hand, follows the model, on the other hand, the latter controls his behavior. As an adult, the child learns to regulate himself. With deep interest, the older preschooler tries to master and understand what can be understood at a certain age, while he cannot understand deeply and correctly. They Cognitive needs can be expressed with the following slogan: "I want to know everything!".

However, the child's processing capabilities, the ordering of information do not yet allow him to fully cope with the flow of incoming information about the world around him. A mismatch between the child's cognitive needs and his abilities to process information can lead to an overload of the mind. Various information and facts, many of which are children of this age.

still could not and could not understand. cognitive interests appear in games, communication with adults, peers. To meet your aspirations, wants and needs in the arsenal A five-year-old child has different ways of knowing. They include: actions and personal practical experience; word, that is. explanations, stories of adults. A great value for the cognitive development of an older child is to have a conscious awareness of various sources of information (books, television, computer, etc.), and to instill primary skills to use some of them.

Rapid development of verbal memory, especially noted in the transition to senior preschool age. Children remember the material almost verbally.

The level of development of mental operations of an adult child (analysis, comparison, generalization, classification, etc.) of preschool age contributes to a more conscious and deeper perception and perception of available and incoming information about our world and its understanding. By the end of preschool age, the child begins to develop conceptual or logical thinking. The child is interested not only in the phenomena that he sees directly in front of him, but also in the generalized features of the objects of reality that surround him. Children are interested in the cause and effect in the relations of objects, they are interested in the "technology" of their production. The child is already able to separate from direct vision, reveal causal relationships between events, analyze, summarize new material and make very logical conclusions. A preschooler's attention reflects his interest in the things around him and the actions he takes with them. Focus until the child loses interest. The appearance of a new one often forces the object to change its focus. Until the end of preschool age, the child can do any activity for a long time, but it does not require internal activity, even if it is interesting to him. actions based solely on involuntary attention. Games are achieved with the help of mediation of arbitrary and preschool attention. Due to the complexity, the activity of the child during the entire preschool age and his general mental development; attention increases concentration and stability. Thus, if younger preschool children can play the same game for 30-40 minutes, then five or six years, the duration of the game increases to two hours. This is explained by the fact that the game of six-year-old children shows more complex actions, and the relationship between people and the interest in it is constantly maintained by introducing new situations. Children's attention has increased and looking at pictures, listening to stories and fairy tales. Yes, the duration is approximately doubled by the end of viewing the picture. A preschooler, a six-year-old child knows the illustration better than a younger preschooler, highlighting interesting details in it. Attention has certain properties: volume, stability, concentration, selectivity, distribution, alternation and arbitrariness. Violation of each of the listed characteristics leads to deviations in the child's speech and activity.

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