

Social characteristics of a child formed in the family during early childhood.

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Abstract.

This article discusses the formation of a child's social characteristics in early childhood and the impact of the child's social development in the family on the formation of relationships between representatives of the older generation and family members. .

Keywords: early childhood, representatives of the older generation, social characteristics, family members, mental state.

Introduction: The period of infancy includes the period from birth to one year of age, during which the child is born with a nervous system that is sufficiently mature to adapt to the external environment. Infancy is the only period in human life when innate, instinctive forms of behavior directed towards satisfying organic needs (oxygen, food, heat or cold) are observed in their pure form. The presence of human-specific behaviors and incomparable opportunities for acquiring new experiences are the main characteristics of children in infancy. If organic needs are sufficiently satisfied, they lose their primary significance: as a result of a properly organized daily routine, regime and upbringing, a new type of needs for impressions, movement, communication arise, which become the basis for the child's mental development. From the first week of birth, his visual and auditory senses develop rapidly. The child begins to observe what is moving. He begins to pay attention to various sounds, including the sounds of adults.

The weight of the brain of a newborn is 1/4 of the adult brain, and the number of nerve cells is the same as in adults, but they are not sufficiently developed.

The period of early infancy is a period when the child turns from a defenseless, inactive, inactive state into a very rapidly developing, cheerful child. He quickly establishes relationships with adults, learns to grasp and use objects. He observes objects in the world around him, tries to find out what they are like by holding them with his hands, pays attention to sounds and tries to create these sounds himself with the help of objects. He enters into emotional relationships with his mother and other loved ones. A child in infancy develops very quickly both physically, mentally and socially. In a very short time, a child who reacts very little to events around him/her becomes active, quick-witted, mobile, and happy when adults approach.

Purpose: The article studies the formation of social characteristics of a child in early childhood and the influence of the formation of relationships between representatives of the older generation and family members on the social development of a child in the family.

Materials and methods: The life of a child in infancy is completely connected with emotional interaction with adults, which directly affects the child's well-being. Starting from 4-5 months, the child begins to distinguish his loved ones from strangers. Emotional interaction with adults is the main leading activity of children of this age and is the basis of the child's psychological development. The constant presence of adults with the child, getting used to their attention, can lead to a decrease in his interest in toys. Proper upbringing leads to a change in the child's interaction with adults, his relationship with objects, toys.

Of course, each child's family relationships are unique and unrepeatable. However, there are also important aspects of parent-child relationships. The formation of character begins in early childhood. In

preschool age, especially preschool age, the first outlines of character are determined, behavior begins to take shape, although, of course, there can be no talk of a more or less formed character in childhood.

The leading activity of a preschool child is play. In play activity, especially in collective narrative games "with rules", the character of a preschool child begins to form, in particular, such traits as friendship and collectivism, determination, courage, endurance and initiative.

The game is important, but not the only school for developing the character of a preschool child. The simplest types of useful life labor activity available for his age are of great importance.

By performing some simple self-service tasks and socially useful assignments, the child learns to respect and love work, to feel responsible for the assigned task, to recognize himself as a member of the team. In the process of work, children learn norms of behavior.

At preschool age, character is formed in the process of directly mastering moral norms and requirements, rules and skills of social and cultural behavior. The child accepts explanations of these rules by adults and takes them as an example. Relying on imitation, you can instill in a preschool child the correct forms of behavior. The requirements of parents and teachers for children, their personal example, form in children the necessary temporary connections and accept unwanted connections that have formed randomly. In the process of interaction between the older generation and parents in the family, the child gradually develops the concepts of "allowed" and "not allowed", which begins to determine his behavior, creates the basis for a sense of duty, discipline and endurance; the child learns to evaluate his own behavior and the behavior of other children.

Results and discussion. In early childhood, along with the development of the cognitive sphere, personal development also occurs. First of all, the child's personal socialization occurs, as he watches adults and tries to imitate them: to do as they do, to behave in certain situations. The process of imitation occurs through communication and interaction between adults and children, observation and imitation of people's behavior becomes one of the main sources of the child's personal socialization. The feeling of affection, which is formed in the child by the end of the first year of life and continues to develop throughout early childhood. The reason for attachment is that adults can satisfy the child's basic needs, reduce his anxiety, provide safe conditions for his presence and active study of the surrounding reality, and in the mature age of the mother can create the basis for normal relationships with people, because next to the child he is more active and inclined to study the environment.

Positive assessment of the child's behavior and personal qualities by parents creates in the child a sense of self-confidence, confidence in his abilities and capabilities. If a child is attached to his parents and they reciprocate, he becomes more obedient and disciplined. If the parents are kind, attentive and strive to meet the child's needs, then a personal, individual attachment is formed in the child.

If a child is deprived of constant positive emotional contact with his mother or loved ones, he will later have problems establishing normal, trusting relationships with others.

Self-awareness is formed in early childhood. The development of self-awareness leads to the formation of self-esteem. The development of independence is noted. The phrase "I myself" speaks volumes about its manifestation. The child no longer always wants to be helped. Having mastered walking, he finds obstacles and barriers for himself and tries to overcome them. All this gives the child pleasure and indicates that such qualities as willpower, determination, perseverance are beginning to form in him.

At this age, many children show signs of disobedience. When they are told that they cannot do this, they continue to do it themselves. Often this happens because of the desire of children to learn the world around them as quickly as possible.

From the age of 1.5, the child begins to realize his capabilities and personal qualities. A two-year-old child understands that he can influence people and achieve the desired goal.

Children begin to develop empathy - understanding the emotional state of another person. You can see how a one and a half year old child tries to comfort an upset person: he hugs him, kisses him, gives him a toy, etc.

A child develops a need to achieve success. This need is formed gradually. First, the child begins to recognize his own successes and failures, then he can explain the successes and failures of other people, then he acquires the ability to differentiate tasks by their level of difficulty and assess the level of development of

his own abilities necessary to complete the given task and, finally, he can evaluate his own abilities and the efforts made.

Conclusion: Thus, the formation of a person's character depends on the innate properties of the nervous system - the dominant type of temperament, and on the knowledge, skills and abilities acquired in society - behavioral habits (or social experience of modern life) and national customs and traditions. Social experience is formed under the influence of the specific conditions of a person's life, first of all, in social conditions - "institutions" in which he finds himself by the will of fate or by his own free will.

The main social institution for the development of the personality is the child's family. The social status of the parents, their level of education and upbringing, the parents' motives and real abilities to manage the system of relations in the family (i.e., to resolve emerging contradictions and conflicts), the composition of the family, the established style of communication, the real achievements of family members and their achievements expressed in the product - the results of spiritual, mental and material activity, are a model for the child, a standard of behavior and attitudes corresponding to national traditions and the novelty of modern phenomena.

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