



RESULTS OF AN EMPIRICAL STUDY OF THE INFLUENCE OF INTERPERSONAL RELATIONS IN THE FAMILY ON THE FORMATION OF THE PERSONALITY OF PRESCHOOL CHILDREN

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Abstract: This article presents the results of an empirical study of the influence of interpersonal relationships in the family on the formation of the personality of preschool children. Khomentauskas's "Family Picture" in order to study the peculiarities of the relations of parents in the family as a couple and as parents, which influence the formation of the child's interpersonal relations and his perception of family relations.

Key words: child, preschool, parents, attitude, personality, formation, family, influence, result.

Introduction. In the world, a number of researches are being carried out on the development of the child's cognitive sphere, the integration of speech and thinking, the formation of communication motives, egocentric speech in the child from the period of preschool education. UNICEF, the global organization for the protection of children's rights and interests, noted that "...the future of any country directly depends on the well-being of children and their development opportunities", paying attention to the unique psychological approaches to the development of preschool children, by improving the organization of this process, socio-psychological formation of preschool children's communication, freedom of thought, thinking and communication activity education issues remain urgent problems.

In the scientific research carried out in the world, special attention is paid to the selection of communication methods in the intellectual, communicative, and emotional development of children from preschool age, to determine the influence of interpersonal relations on the formation of behavior, to determine and stabilize the referent position in the peer group. being directed. In this regard, it is necessary to approach the human personality as a high value from childhood, to establish positive communication skills with adults and peers that are directly important for him by forming his communication in a socio-emotional way, developing and inhibiting (inhibiting) social environment.) on the basis of the determination of the effect, it is observed the need to pay attention to the issues of creating psychological guidelines necessary

for the activities of parents, educators of preschool educational organizations, and psychologist-specialists. In this regard, in recent years, in our Republic of Uzbekistan, strategic tasks aimed at further improving the system of preschool education, strengthening its material and technical base, and expanding the network of preschool education organizations have been defined, and the necessary regulatory frameworks are being created: It is of great importance that "development of socio-emotional skills as a basis for the child's successful self-expression in the future, conducting scientific research in the field of early development of preschool children" is defined as important tasks.

Methodology. The scientific-theoretical views of psychologists from far and near abroad and our country on the subject have been summarized, and researchers from abroad and the CIS countries L.I. Bojovich, B.G. Ananyev, A.N. Leontyev, D.B. Elkonin, Ye.T. Sokolova, A.B. Orlov, M.I. Research by Lisina, V.S. Mukhina, G.B. Tagiyeva, V.M. Slusky, N.I. Nepomnyashchaya, R. Britton, A. Green, V. A. Petrovsky, G. G. Filippova, Yu. B. Gippenreiter, A. Ya. Varga, Sh. Dismukhamedova, A. D. Koshevalar have been made, they are psychological factors in the formation of the personality of preschool children, in particular, individual-psychological and psychogenetic characteristics of the child, an individual approach to each child and the organization of a unique educational process, and the role and importance of the like will dwell on.

The peculiarity of the views of Russian researchers is that the child's interactions with adults, parental behavior are evaluated as the source of the child's development, learning activity, communication and self-awareness.

E.G. Ghaziyev, a prominent representative of psychology in Uzbekistan, while studying the ethnopsychology and child education of the Uzbek people, found out that their communication etiquette and other characteristics differ to a certain extent from those of different nations, V.M. Karimova, characteristic of parents characteristics allow their children to develop the same qualities; who were able to determine the communicative qualities of the personality of smir children based on the study of interactions in the family.

Also, people in the works of Eastern thinkers Muhammad Ibn Musa Al-Khorazmi, Abu Nasr Farabi, Abu Rayhan Beruni, Abu Ali Ibn Sina, Yusuf Khos Khajib, Alisher Navai, Imam al-Bukhari, Imam at-Tirmizi, Ahmed Yassavi, Sufi Olloyar interaction between them, human qualities are expressed.

Literature analysis. A lot of scientists from abroad, countries of the Commonwealth of Independent States and Uzbekistan were also involved in scientific research related to the problem of our scientific research. In particular, foreign scientists W. Dammon, L. Harvey, Z. Freud, G. Craig, K. A. Cairns, M. H. Mellers, A. Maslow, A. Pease, J. Piaget, I. Thompson, in their scientific researches, the success of the child's relationships with peers in preschool age it is considered one of the most important conditions of personality development and the problems of formation of personal psychological structures: emotions, motives, self-awareness, personal activity and initiative are studied.

Among the scientists of the Commonwealth of Independent States K.A. Abulkhanova-Slavskaya, B.G. Ananyev, A.G. Asmolov, A.A. Bodalev, L.I. Bodovich, L.S. Vygotsky, M.V. Gamezo, M.I. Lisina, V.S. Gerasimova, V.V. Davidov, T.A. Dumitrashku, A.D. Kosheleva, V.S. Mukhina, L.M. In the studies of Orlova, G.B.Tagiyeva, R.J.Mukhamedrahimov, A.V.Petrovsky, A.I.Setinina, D.B.Elkonin, the period of mental development of the preschool age was studied as an important stage of the child's self-awareness, the emergence of needs and motives, and the formation of the "I" concept.

Among the scientists of our republic, M.G. Davletshin, G'.B. Shoumarov, E.G'. Goziyev, V.M. Karimova, B.M. Umarov, O'.B. Shamsiyev, Sh. Dismukhamedova, L. Nazirova, M.G. Sh.Rasulova, R.I.Sunnatova, Sh.D.Bekovalar studies the role of communication in the formation

of personality, social environment, family and family relations, issues of socialization of a person, social-psychological factors in the formation of personality, the influence of interpersonal relations and communicative the role of abilities is explored. Also, in the studies of M. Salayeva, K. Kh. Rahimova, we are interested in the features of the formation of spiritual imaginations in preschool children, and in the dissertation research of A. Kadirova, parents and their attitude towards their children were studied. In her research, E.I. Ganeyeva studied the formation of individual behavior in teenagers during the educational process. In the research of Z.P. Qlicheva, the dynamics of the age, gender and ethnopsychological characteristics of primary school students in connection with the qualities of communication, and in the research of Sh. Bekova, the psychological characteristics of the formation of communicative abilities of preschool children were studied. However, the decisive socio-psychological components of communication in the formation of the personality of a preschool age child are considered urgent issues that require special research.

Analysis and results. There are various ways and means of providing spiritual, moral and cultural education to children of preschool age, among them the issue of children's speech has a special place. Children learn the manners and speech culture they have learned from their parents. Even before the birth of a child, a certain style of relations develops between adults, they are based on the attitude towards the child and the type of education applied to him (authoritarian, democratic, intermediate). For the development of the child's future personality, it is very important to have respect, mutual understanding, sympathy, mutual help, support and trust in the family. This is facilitated by the democratic style of relations. The authoritarian style emphasizes dictation, alienation, hostility, fear in the family and can cause neurosis in the child, as well as develop negative character traits: lies, hypocrisy, jealousy, etc.

The personal example of parents is one of the most important methods of child education. These include how parents talk to each other, how they speak, how they behave, how they grow up under the influence of their relationships. The personal example of parents is one of the most important methods of child education. It has been the dream and desire of the Uzbek people to raise children with high morals and manners since ancient times. they try to form positive qualities such as hatred. In some families, children have a lot of difficulties in life due to mutual disagreements between parents. Quarrels and insults in such families have a great impact on children growing up in the family. Children lose respect for their parents. In the family, the child receives the first concepts and ideas about the rules of behavior and interaction, the duty of young people to their parents and adults, work, profession, and their role in human life.

Today, there are a lot of families that provide high-level education based on the needs and aspirations of their children. Children are influenced by adults at every step, every minute, they learn, they repeat what they hear and see. They learn the culture of communication from their parents, which later determines the meaning of life.

The family is the most important educational environment for a child, and in this environment, behavior, will, character and worldview are formed, which are considered important for personal development. Family relationships not only ensure children's mental and spiritual maturity, but also create a unique activity in parents. A healthy spiritual and spiritual environment in the family is of inestimable importance for children to grow up mature and mature. A child learns by imitating the behavior of his parents, and even repeats what comes out of his mouth. The educational process in the family should first of all be carried out through constant communication between the child and the parents.

According to researches, communication between parents and children is 1.8 hours a day. While talking for 35 minutes, the mother asked: "Are you hungry?" "What do you eat?" in the manner of When a child asks a question, some parents do not want to answer. Mother is busy

with cooking or housework, father is busy watching TV or searching for news on his smartphone?!

We adults should know that children of different ages have this or that problem, and we should be able to allocate time for it. Material care is not enough for a child, for his upbringing, for the formation of communication. It is important that we listen to the child's heart. One of the causes of conflicts between parents is that they do not pay attention to the child. Family conversations are particularly noteworthy. There is no doubt that dialogues about manners will give effective results in children's daily activities and outings.

The shortcomings that are allowed in the development of children's personality in the family and in educational institutions are observed in the following: - parents' neglect of children, lack of importance to the culture of speech when speaking, lead to a violation of the child's speech in the family. In the family, the system of mutual relations between children is formed at a high level in jointly organized games and walks. In the formation of children's speech and personality traits, their interactions with elders and children in the family and peers play a greater role. Children's ability to control their actions and behavior affects the quality of attention, thought and memory. According to the nature of interpersonal relations in the family, relations between spouses are divided into interpersonal relations between parents and their children. We studied various aspects of the relationship between married couples and parents raising children with their children of preschool age.

We were drawn to such an aspect of the psychology of preschool children that, in this period, they, together with their interests and activities in plot-role-playing games, which are their leading activities, are focused on the roles and interactions of the social world, first of all, in the parental family. they become attentive and begin to master the behaviors specific to parenthood. The child becomes an observer and participant of the events taking place in front of him, and the more dynamic these processes are, the more active and curious he is, the more, fuller and receives, assimilates and thinks about various information. Here, the family becomes an important socio-social environment that forms the child's self, and it is important to realize one's connection to this environment. It should be noted that, according to social psychologists, "parent-child" relationships in the structure of interpersonal relationships in the family are relatively late in evolution and are more specific in terms of content, because they arise during the already formed couple's relationship.

In the course of our research, we were convinced that it is the couple's relationship in a married couple that is flexible and dynamic compared to the parental relationship expressed indirectly in the child's social imagination, and therefore the child's reflection of the parent's relationship is the basis for the changes expressed in his personality. For example, in mothers and fathers, the degree of concordance of the general indicators of parental attitudes is from 0 to 5, while the degree of inconsistency of the general indicators in the hierarchy of family values is from 1 to 11, that is, to the same indicator of parental attitudes has become 2 times larger. The primary self-attitude formed under the influence of internal relations in the family and the attitude of parents to the child is a decisive factor in the development of the child's self-awareness in the family as a primary small social group in all forms of self-identification and as a subject of communicative activity. In this case, not only the relationship between the couple-parents and their attitude towards the child, but also the fact that these relationships are reflected directly in the communication with him, is of great importance.

It has been proven that the self-attitude of a preschool child is formed under the influence of communication with parents, that is, it is known from the information obtained from children that most of the signs and characteristics in them are primarily influenced by their mother. is formed in secret. The only factor that has a negative impact on self-esteem at this age is the bad attitude of parents, especially the mother to her child. In our opinion, only children who did not

receive enough parental love make an unstable and highly critical evaluation of their abilities and abilities even in preschool age. In our opinion, there is no doubt that the child's ideas about himself are rarely of a neutral, non-evaluative nature and are associated with an emotional-valuable attitude towards himself. This indicates that mainly affective, emotional-valuable components of self-concept are formed during preschool age, and only by the end of this period, the main attention shifts to the cognitive sphere.

As can be seen from the above, if the views of the parents on this or that issue are compatible, this situation will have a positive effect on the development of the child's self-awareness process. Clear objective differences in the family roles of the spouses and their adequate perception by the child is also a positive factor, which is a guarantee of the successful formation of ideas about his "I" in the mind of the child. However, in recent years, as the number of nuclear families, i.e., families consisting of only one parent and one or two children, has been increasing in Uzbekistan, non-traditional parent-child relationships have been formed, which, according to scientists, causes detocentric relations in the Zbek family, that is, relations based on the whole effort of the parents to serve only the interests of these children. From this, parenting styles, behavior patterns, "Parent-Child" relations and the creation of a new view of mutual relations of the parents in the marriage couple, in turn, affect the formation of the child's personality.

At this stage of our research, in order to study the peculiarities of the relations of parents in the family as a couple and as parents, which affect the formation of a preschool child as a person, we study the field of the child's interpersonal relations and his perception of family relations. we used Khomentauskas' projective method "Family picture". According to the obtained results, the "Attitude towards parents" indicator of the test subjects showed a somewhat higher level of attitude towards their mother in 3-4-year-old boys (54.7%). This situation can be explained based on the gender characteristics of boys and girls. According to the "attitude towards father" indicator, it was slightly higher in girls than in boys (56.6). Such a situation is characterized by gender characteristics and ethnopsychological characteristics of girls, that is, by views that girls are kinder to their fathers in our nation.

Also, it was observed that the indicators of "Striving for superiority", "Relation to parents as heads of the family", "Separation", "Adequacy of behavior" were much higher in boys compared to girls. In girls, "Attitude towards brothers and sisters", "Attitude towards grandparents", "Attitude towards a friend", "Attitude towards a teacher (authoritative) to people-adults)" "Relatively interested in learning", "Communicativeness" level indicator was shown to be somewhat higher compared to boys. This can be explained, like the above, first of all, according to gender and ethno-psychological characteristics, as well as the environment of family upbringing, regional characteristics, and the level of religious beliefs of families where children grow up.

As can be seen in Table 1 below, connections with 29 significance indicators were determined on the correlational relations between the indicators characterizing the personal relationships of the preschool child. It was observed that the results of this category of children of preschool age have the following internal correlation: the positive significance of the attitude towards the mother serves to make the attitude towards the father more positive ($r=0.380$; $r\leq 0.05$). This is an important aspect of a mother's role in raising children. Because mothers have a high educational influence on children, children share their initial desires with them. Even if the mother's relationship is sometimes reflected in the status of caressing the child, then 3-4-year-old children sometimes have a desire to strive for superiority ($r=0.283$; $r\leq 0.05$), which motivates the formation of communication. as long as there are sides ($r=0.269$; $r\leq 0.05$). In turn, the presence of priority in the relationship of the children's father leads to the discovery of their relationship to their parents as the heads of the family ($r=0.469$; $r\leq 0.01$), their relationship to

their grandparents ($r=0.352$; $r \leq 0,01$)'s positive appearance, the attitude towards the tutor (authoritative people-adults) ($r=0.420$; $r \leq 0.01$) is the reason for the principle of respect for elders.

It is clear from this that the relationship of preschool children with their parents is manifested as the central components of their entry into social relations. That's why parents serve as a force that directs the child's interaction with others in a positive way as a subject of communication.

On the other hand, if the parents protect their child's shortcomings in the relationship and develop a negative character towards the people who react to him, unfortunately, in the end, the relationship will look disproportionate to the social environment.

Table 1.
Correlation between the indicators characterizing the personal relationships of the preschool child (for 3-4 year olds)

Scales	Attitude towards mother	Attitude towards father	Attitude towards parents as family heads	Attitude towards brothers and sisters	Attitude towards grandparents	Attitude towards a friend	Attitude towards the teacher (authoritative people-adults)	Curiosity relative to knowledge	The pursuit of excellence	Sociability	Let's break up	Adequacy of behavior
Attitude towards mother	1	0,380**	-0,077	0,029	0,157	0,092	-0,136	0,148	0,283**	0,269**	0,035	0,074
Attitude towards father		1	0,439**	-0,156	0,362**	0,184	0,420**	-0,149	-	-	-	-0,078
Attitude towards parents as family heads			1	0,330**	0,070	0,744**	0,426**	0,171	-	0,339**	-	0,023
Attitude towards brothers and sisters				1	0,386**	0,008	0,426**	0,442*	0,302**	0,337**	0,193	0,330**
Attitude towards grandparents					1	0,197*	0,142	0,052	-	-	0,170	0,145
Attitude towards a friend						1	0,004	-0,016	0,135	0,143	-	-0,040
Attitude towards the teacher (authoritative people-adults)							1	0,080	0,201*	0,267**	-	-0,146
Curiosity relative to knowledge								1	0,831**	0,800**	0,732**	0,727**
The pursuit of excellence									1	0,231	0,165	0,138
Sociability										1	-	0,201
Let's break up											1	0,184

Adequacy of behavior													1
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Explanation: $r \leq 0,05$; $r \leq 0,0$

The attitude towards parents as heads of the family is positive, and attitude towards brothers and sisters ($r=0.352$; $r\leq 0.01$), attitude towards a friend ($r=0.352$; $r\leq 0.01$), attitude towards the teacher (authority-adults) ($r=0.352$; $r\leq 0.01$), communication ($r=0.352$; $r\leq 0.01$) also creating a positive internal correlation. In this case, according to the educational influence of the parents, remembering the Uzbek proverb, "What the bird sees in the nest, does" is enough to explain the reflection of positive correlations in the above items.

In family relations, in addition to parents, the positive attitude towards brothers and sisters is reflected in the attitude towards grandparents ($r=0.386$; $r\leq 0.01$), attitude towards the teacher (authoritative people-adults) ($r=0.426$; $r\leq 0.01$), curiosity about knowledge ($r=0.426$; $r\leq 0.01$), striving for superiority ($r=0.302$; $r\leq 0.01$), sociability ($r=0.337$; $r\leq 0.01$), serves to ensure the adequacy of behavior ($r=0.330$; $r\leq 0.01$). Through this, the positive appearance of the relationship between siblings is the most important resource that serves to provide an atmosphere of attitude for preschool children. Even the relationship with brothers and sisters serves for children to develop their cognitive functions, to develop a sense of respect for their elders, and to coordinate their behavior and actions.

It is reflected in the obtained empirical indicators that children's attitude towards their teacher, their attitude towards their grandparents, their enthusiasm for knowledge, the formation of sociability, and their curiosity towards knowledge have psychological characteristics that serve for their development as a subject of relationship.

The relationship to parents, the relationship to a friend ($r=0.743$, $r\leq 0.01$), the relationship to a teacher (authoritative people-adults) ($r=0.370$, $r\leq 0.01$), as it causes positive interest in knowing ($r=0.314$, $r\leq 0.01$).

So, parents create a positive internal correlation with children's sociability ($r=0.352$, $r\leq 0.01$). In this case, according to the educational influence of the parents, remembering the Uzbek proverb, "What the bird sees in the nest, does" is enough to explain the reflection of positive correlations in the above items.

The obtained results revealed that the "Attitude towards parents" indicator of the test subjects was higher than the "Attitude towards mother" scale in 5-6-year-old boys and the "Striving for excellence" scale indicator in girls. relatively high was observed (52.3, 66.3). First of all, we think that this can be explained according to the growing age of children, their gender and ethno-psychological characteristics, as well as their territorial characteristics. For girls, "Attitude towards father" (54.6), "Attitude towards brothers and sisters" (51.6), "Attitude towards parents as family heads" (54.0), "Attitude towards brothers and sisters" (51.6), "Attitude towards grandparents" (56.7), "Attitude towards a friend" (55, 5), "Relation to his teacher (to authoritative persons-adults)" (53.4), "Curiosity about knowledge" (56.2), "Communicativeness" (56.0) level indicators are boys higher compared to children. We think that this can be explained, firstly, due to gender and ethno-psychological characteristics, secondly, the environment of family education, regional characteristics, and thirdly, the level of religious beliefs of families where children grow up. Table 2 shows the correlation between indicators characterizing the personal relationships of a 5-6-year-old preschooler. The empirical indicators in the table show the results of the correlation analysis between the indicators characterizing the personal relationships of 5-6-year-old children.

When determining the correlation coefficient according to the empirical indicators of 5-6-year-old children, it led to the observation of more specificity and specificity to the results of 3-4-year-old children. The attitude of preschoolers at this age to their mother as the head of the family has a positive significance, the attitude to the father ($r=0.35$; $r\leq 0.01$), the attitude to the parents as the head of the family ($r=$. ensures that it is positive.

Empirical indicators are that in the Uzbek family, the mother plays a leading role as an educator, guiding the child's interaction with others. Preschool children try to master every element of communication necessary for socialization as a subject of activity and are formed as a person. The attitude towards the father

2-jadval

Maktabgacha yoshdagi bolaning shaxsiy munosabatlarini xarakterlovchi ko'rsatkichlar o'rtasidagi korrelyasion munosabatlar (5-6 yoshlilar bo'yicha)

Shkalalar	Attitude towards mother	Attitude towards father	Attitude towards parents as family heads	Attitude towards brothers and sisters	Battitude towards grandparents	Attitude towards a friend	The attitude towards the teacher (authoritative people-adults)	Curiosity relative to knowledge	The pursuit of excellence	Sociability	Let's break up	Adequacy of behavior
Attitude towards mother	1	0,351**	0,548**	0,360*	0,088	-0,201	0,273*	-0,022	0,206	0,206	-0,097	-0,048
Attitude towards father		1	0,367**	0,337*	0,439*	0,130	0,336**	-0,189	-0,136	-0,136	-0,181	-0,123
Attitude towards parents as family heads			1	-0,108	-0,192	0,743**	0,370**	0,314*	-0,028	-0,028	0,349**	-0,275*
Attitude towards brothers and sisters				1	0,056	0,308**	0,054	0,388*	0,117	0,117	0,492**	0,339*
Attitude towards grandparents					1	0,348**	-0,020	-0,213	0,245*	0,255*	0,016	-0,027
Attitude towards a friend						1	-0,020	-0,217	-0,096	-0,096	0,362**	-0,228
Attitude towards the teacher (authoritative people-adults)							1	0,285*	-0,038	-0,038	0,186	0,398*
Curiosity relative to knowledge								1	0,746**	0,746**	0,161	0,757*
The pursuit of excellence									1	0,010	0,149	0,479*
Sociability										1	0,201	0,479*
Let's break up											1	0,941*
Adequacy of behavior												1

Explanation: $r \leq 0,05$; $r \leq 0,01$

The attitude towards parents as heads of the family is positive, and attitude towards brothers and sisters ($r=0.352$; $r\leq 0.01$), attitude towards a friend ($r=0.352$; $r\leq 0.01$), attitude towards the teacher (authority-adults) ($r=0.352$; $r\leq 0.01$), communication ($r=0.352$; $r\leq 0.01$) also creating a positive internal correlation. In this case, according to the educational influence of the parents, remembering the Uzbek proverb, "What the bird sees in the nest, does" is enough to explain the reflection of positive correlations in the above items.

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