



NATIONAL IDENTIFICATION OF THE ASSOCIATIVE PORTRAIT OF A PERSON

Murodova Hafiza Muhammadjonovna

Fergana region of Uzbek district

Teacher of secondary school 36

Annotation. This article presents some thoughts on the associative portrait of a person and its national identification. The article also presents considerations on the issues of forming an associative portrait of a person and its significance in modern linguistics.

Keywords. Associative portrait, national identification, development, spiritual image, linguistics, skill.

Introduction. Perception of a person by a person is a concept used in social psychology to refer to the process of creating an image of another person that occurs during direct communication. with him. Includes all levels of mental reflection. This process has its own time characteristics. Initially, the perception of a stranger is focused on his appearance (face, eyes, hairstyle, expressive movements of the body). In the process of revealing the process of perceiving a person, ideas are formed about his characteristics. character, abilities, interests, very often emotional states, which are grouped around the professional characteristics of the person.

Literature analysis and methodology. There are four main strategies for perceiving another person:

1. Analytical, in which each element of appearance is interpreted as a manifestation of a personal trait.
2. Emotional, in which personal traits that are not directly noticeable are interpreted in terms of general attractiveness or attractiveness.
3. Perceptual-associative, in which the features of another person similar in appearance are indicated.
4. Social-associative, in which the features of a social group to which the person may belong are indicated.



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A person, acting as an object of knowledge and action, is reflected in the minds of people and determines their behavior, "broken" only by their inner world, the dominant system of thoughts and attitudes. The development of a child from birth to adulthood is his formation as a member of society.

Analysis and results. In the process of the formation of a child as a member of society, as a person, a process of development occurs from elementary forms of reflection characteristic of the baby to higher forms of conscious reflection characteristic of adults. The perception of a person by a person develops along with the development of the perceiver himself, the formation of his need for communication, knowledge and labor. M.Yu. Kistyakovskaya notes that already from three to six months a selective attitude towards adults is formed in a child. A three-month-old child distinguishes his mother from the environment, and a six-month-old child begins to distinguish strangers from himself. In kindergarten, in a kindergarten, in the yard, the circle of people with whom the child is associated increases sharply. He is faced with the need to differentiate them, to highlight what is similar and different in them.

Deepening the child's knowledge of other people is a transition from naming adults according to the functions they perform in relation to him (mother, father, nanny) to distinguishing people according to their external (age and gender) characteristics, and especially to the use of pronouns in conversation to designate others. In the process of mastering speech, the child establishes temporary connections between this or that person around him and the words, posture, facial expression, gestures and their verbal signs that denote them. The visual image of another person is enriched with the content that is fixed in the signs of the person, in the features of his appearance and in various manifestations. The semantic content of the word is associated with the emotional image of the person. Children, communicating with close adults, and then with people in a wider environment, learn to distinguish shades of expressive behavior and "read" from them the experienced human state. This is confirmed by the empathy, fear, joy and other experiences experienced by young children. The school plays a large role in the development of the child's reflection of reality, in the development of his perception by people. A.A. Bodalev identified the following data:



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1. With age, in the verbal reconstruction of the appearance of the perceived person, the components that make up the physical appearance are more and more often included as important signs of the created portrait. At 21-26 years old, the share of fixation of this aspect of appearance increases by almost 2.2 times compared to the share of fixation and manifestation by 7-8-year-old children.

2. With age, in the verbal reconstruction of the appearance, the description of its expressive features as important signs of appearance is more and more included in the portrait of another person. The percentage of fixation of expressive features at the age of 21-26 increases by almost 3.6 times compared to the percentage of fixation of this aspect by 1st graders.

3. With age, the inclusion of descriptions of the elements that make up the human appearance in the portrait of a perceived person decreases. The percentage of fixation of this aspect of appearance when describing the appearance of a perceived person decreases by 14.9 times compared to the percentage of determination of this aspect of appearance in 7-8 year old children by the age of 21-26.

Comparing the perception of a person by subjects of different age groups, A.A. Bodalev shows that as a person is formed as a subject of cognition, the degree of accuracy of reflecting the signs of the appearance of perceived people increases. This also applies to the reflection and assessment by subjects of the features of the appearance of a person, the features of the design of his appearance, and the expressive behavior of his actions, performed by him. A person who begins to interact with other people in a new type of activity for himself relies on a more or less generalized experience of knowing people and their behavior, accumulated by him in conditions outside this activity.

The child's initial assessment of another person and his actions is a simple repetition of the assessment given to him by authoritative persons for the baby. A characteristic feature of the opinion expressed by a preschool child about another person is its extreme instability, great variability, and clearly situational. With the arrival of a child at school, one of the main objects of knowledge for him is the behavior of his comrades: actions and behaviors that characterize them as students. The opportunity to see the behavior of other people from new angles opens up before him. This leads to a significant change in the content of the student's understanding of the qualities



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and aspects of the personality, in which the ability to more deeply and correctly reveal the psychological content of complex actions and behaviors and to objectively assess the personality as a whole is formed.

Conclusion. The older the age, the more clearly a person's understanding of a person manifests itself. Intuition is of great importance - the ability to understand the features characterizing the personality of another person, on their own initiative, without substantiating them with the help of evidence. Perception and understanding of the personality of another person is constantly accompanied by the emergence of certain moral and aesthetic feelings in people who know this person: empathy, sympathy. At the initial stage of a child's development, when he goes to kindergarten, his ideas about other people are determined not only by the actions and deeds of these people, but also by what this child is as a person, what basic character traits he has. By this time, he knows how to work, communicate with other children, obey adults. The influence of the level of upbringing of the subject himself on the nature of his behavior towards those around him, and therefore on the nature of the impressions that the subject accumulates from communicating with people, continues at the subsequent stages of personality formation.

Thus, each person perceives and evaluates different aspects of the same person differently. This is explained by the fact that a person who knows this person is always better prepared to analyze and evaluate some aspects and qualities of a particular person, and worse - to understand his other aspects and traits.

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