REASONS FOR PERSONALITY CHANGES IN MODERN PRESCHOOL CHILDREN

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Abstract: This article addresses a pressing issue: the development of children's personalities in today's world. It outlines the characteristics of the modern "difficult" environment and the associated risks to healthy personality development. Additionally, it proposes strategies to mitigate these negative influences by fostering supportive conditions for children's personal growth.

Keywords: personality, personal transformations, risks of personal development, social context.

The modern world is in a state of constant change, making it essential to understand its structure and development trends, especially regarding its impact on younger generations. Identifying risks to personal development and devising appropriate educational strategies to support children are critical tasks for educators today.

In the 21st century, the world has transformed into a complex system driven by various economic, political, and social processes, including advancements in technology, societal informatization, cultural revolutions, and globalization. This complexity demands a new kind of individual—one equipped with a diverse set of values, ideas, and competencies necessary for navigating contemporary challenges.

The rapid changes in society create significant issues that erode social connections and moral principles, leading to increased intolerance and aggression, which ultimately harm individual development. The decline of social values such as a passion for learning, culture, and work is evident. Vulnerable populations,

particularly children, require special attention and support during these tumultuous times.

While modern conditions provide new opportunities and technologies, they also introduce various risks that can adversely affect children's personal growth. Risks include disruptions in communication, issues in the value and emotional spheres, and strained parent-child relationships. Heightened societal tensions, conflict, and negative media portrayals contribute to rising anxiety and aggression among children, distorting their moral frameworks and leading to unacceptable behaviors.

Additionally, the crisis within family structures—marked by an increase in single-parent households, divorce, and domestic strife—further complicates children's social development. These conditions can result in social maladjustment and an increase in juvenile delinquency. When families fail to fulfill their roles in socialization, children may turn to antisocial or extremist groups for guidance, exacerbating their struggles.

Education also faces significant challenges, including a lack of clear strategies and a focus on service delivery rather than meaningful educational engagement. This results in a spontaneous learning environment that fails to nurture children's motivation and curiosity.

The rise of digital technology poses additional risks to personal development. Many children, referred to as the "digital generation," navigate the online world largely without adult supervision, which can lead to further personal transformations.

A survey conducted among parents of preschoolers at MADOU "Kindergarten No. 473 of Chelyabinsk" explored how much time children spend on digital devices and the impact of media on their emotional well-being. The results indicated that many preschoolers spend over four to five hours a day on

smartphones, tablets, and computers, largely engaging with cartoons and online videos. However, only 40% of parents actively tried to limit this screen time.

Parents reported that excessive use of digital devices negatively affects children's emotional states, increasing anxiety and irritability. When attempts were made to reduce screen time, many children reacted negatively, exhibiting signs of distress.

The survey highlighted a lack of parental engagement and established family traditions, with many parents preferring that their children occupy themselves to avoid distractions. This results in diminished communication skills and emotional connections between parents and children. Consequently, preschool children displayed several personality issues, including:

a) Communication difficulties stemming from an inability to engage effectively in personal interactions, including within their families.

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