



## **PSYCHOLOGY OF PRESCHOOL CHILDREN**

Sultanova Nurkhon Anvarovna

Senior Teacher of Quqon State Pedagogical Institute

Khalkuzieva Dilnoza Bahadirovna

Teachers of Quqon State Pedagogical Institute

Ibragimova Shakhnoza Gapparovna

Teachers of Quqon State Pedagogical Institute

### **Annotation**

In this article we will talk about the psychology of preschool children. What should be the mental environment in preschool children? How should a parent treat a child of this age? What are the features of the development of child psychology? How old is the preschooler? We get answers to many of our questions, such as:

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### **Introduction**

Before we talk about child psychology, we need to know what psychology is:

Psychology is the study of the mental reflection of reality, mental processes, situations, events, and characteristics in the course of human activity and animal behavior. Features of the psychological development of the child As a rule, preschool children include children aged 4-7 years. By this time, the child is in crisis. at the age of three. This is a difficult time for the baby and his parents because the baby behaves badly, shows whimsy and stubbornness. The period is characterized by the separation of the child as an independent person, in which the character, thoughts, views are formed. For the crisis to be as successful and peaceful as possible, adults need to show respect, composure, and not belittle their beloved baby. He needs to feel that he is being listened to and understood. At the end of the crisis, the preschooler will be one step higher in relationships with adults. He feels like a separate section of society. He must be brought up with his own responsibilities, the rules established in the family. Most 3-4 year olds go to Kindergarten, where they interact with their peers and teachers. It is in this environment that they adopt many habits from adults, that is, they form them. At the same time, adults need to be careful when talking to children. Adult behavior should be indicative. This only applies to the behavior of family



members. Children often animate what they see on TV. You need to pay attention to what cartoons, movies the child is watching.

Problems in the mental development of a preschool child:

Despite the desire to explore the world, over-activity, curiosity, difficulties can arise on the path of mental development:

underdeveloped thinking (lack of attention, problems with comprehension of educational material);

personal and emotional difficulties (stress, anxiety, fear, passivity); behavioral problems (aggression, secrecy, malice, anger); communication problems (excessive emotionality, a sense of superiority, isolation); neurological difficulties (insomnia, constant weakness, laziness). Potential problems need to be addressed immediately and ways to solve them sought.

Despite the fact that this seems serious and has a negative impact on the child, the psyche of children is able to adapt independently and cope with possible difficulties and shortcomings in the learning process. Older Preschool Children The behavior and thinking of 5-6 year olds is significantly different from that of younger preschoolers. It will be easier to understand, harmonize, communicate, understand each other between parent and child. It is at this age that children become especially in need of love, care, and affection for others. It will be easier to communicate with peers, to feel the leadership qualities of other children, to accept the rules and regulations set in the games. To the child, an adult is like a helper, a teacher who is ready to help in difficult times, to solve problems that arise. It is at this time that children begin to develop creative abilities. He understands what kind of music he likes and dislikes, dances, sings, plays any instrument, plays sports. Memory is no longer voluntary, its desires are manifested in actions. The thinking of an adult preschooler has the following characteristics:

Egocentrism. The child can subjectively analyze what is happening without looking at the situation from the outside. Animism. The child transfers his "I" to the things around him, as a result of which the mobile is perceived as alive. At the age of 5-6, a preschooler can participate in the communication of others, learn the meaning of what is being discussed, and express a reasoned opinion. At this age, vocabulary expands to 3-4 thousand words. Older preschoolers begin to feel guilty and responsible for others, and show interest and initiative. Sometimes six-year-olds are consciously ready to go to school to learn. Emotionally, the baby shows more determination and stability. If we talk about mental activity, it has the ability to concentrate on certain things, perceive what is said by ear, and move on earth. Impulsivity goes into the background, preschoolers try to think before they do something, let's say they start to understand what the consequences might be. Older





preschoolers are more likely to be involved in fun form games. By the age of 6, the individual character is actively formed, the behavior is manifested. A child may hide a bad mood or condition if he or she is similarly praised, upset, or worse, because he or she did badly or was not good enough. So he begins to carefully assess what is happening. The formation of the personality of a preschool child The real development of the personality begins at the age of 4-6 years. Self-esteem is formed, emotions are manifested, begin to understand what is happening.

The child begins to set small goals for himself, motivating himself to achieve them. The emotional side of the person From the age of 5, children are balanced, calm, show no unreasonable emotions and quick temper. He stays in infancy. The child responds adequately to problems, difficulties, stops dramatizing, falls into fear of unknown panic. The preschooler begins to feel the situations more deeply and the range of emotions expands. Despite being very young, he is able to show compassion, can be upset with others, understands that a person is bad. The motivational side of the person In preschool, one of the main supports of the person is formed - the subordination of motives.

Changes are taking place in the field of motivation, which will gradually develop in the future. Children's motives have different power and significance. Formed motives associated with achieving successful outcomes and motives aimed at knowing moral, ethical norms. At this time, the formation of a specific motivation system takes place. Self-awareness of a preschool child By the age of 6, self-awareness is formed, which is achieved through mental activity, character. Initially, the preschooler analyzes the actions of others, compares and evaluates their moral behaviors and skills. The child fully understands gender. However, changes occur in normal behavior. A preschooler begins to realize himself at different times. Some begin to realize themselves at the age of 4-5 years, and some at the age of 6-7 years.

Self-esteem is equally important. Self-awareness is built on the parents' attitude toward the baby. The main thing is that the mother and father help in any endeavor, become real friends to the children. It is necessary to talk to children often in a friendly way, to ask their opinion, to ask for advice. The child learns to speak openly and is not afraid of it.

The three-year-old already feels like a human being. He begins to realize that he is a person for the first time, a full member of the family. She learns to do family responsibilities, to help adults. He tries to make a decision on his own. This period is the period of the greatest perception of the surrounding reality and the period when the child's development is very fast. Preschool children with the help of parents will have to learn the necessary knowledge, skills and abilities. The main activity of





preschool age is play. At the age of three or four, the child masters the role-playing game, but still at the level of imitation. He picks up toys and repeats situations he sees in life or in cartoons. If this doesn't happen at this age, it's the parent's job to teach them how to play. Psychology of the preschool child:

At the age of five or six, he no longer imitates role-playing games. The child himself invents the plot of the game, the names of the heroes. It can be both life stories (shopping in the store, traveling by train) and fantastic. In the game, the child learns to communicate with people, socialization takes place. The child tests himself in the role of an adult, learns to make decisions at the level of play. So it is very important not to miss this period. If at a younger preschool age a young person often plays with himself, at the age of five or six the child will choose peers who want to communicate with him. The children gather in small groups of two or three and play. At this age, the child becomes interested in drawing, modeling, listening to fairy tales. He is not interested in reading, although elements of educational activity in the form of games are introduced from the age of four. At this age, support is very important in all the actions of a child. Try all kinds of activities: application, modeling, drawing and design. The child is interested in trying everything. And it is very important to support that. It is an interest in future learning that is the key to successful schooling.

How will the psychology of preschool children change?

Thinking at this age is visual and figurative. It is important that parents know this. The child cannot remember the words, it is very important for him to see the picture, to check the object by touching it. Visualization and imagination are limited by the child's knowledge. He can't imagine what he has never seen. That's why it's important to give new feelings.

What can parents do for the full development of preschool children?

Trips to other cities (countries)

Visiting museums, exhibitions

Going to the theater

It is important not only to watch the play, but also to discuss with the child what he has learned, what is interesting to him. Preschool memory develops rapidly. The child remembers everything: from a TV commercial to a random phrase his parents say. Preschool memory development plays a big role.

Here are some suggestions on how to look or get an appointment for antique items.

1. A parent reads a story before going to bed at night. In the morning, he discusses with the boy who the protagonist is, where he went, what he did. You can ask questions, but it's important that he remembers himself.





2. Put three or four toys on the table. For half a minute, have the child remember the placement of the toys. Then cover them with a tissue and replace the two toys. Open the scarf and ask the child to tell you what has changed.

3. Discuss after watching any cartoon. What was going on in it. What were the names of the protagonists.

4. Always remember what happened during the day with the child in the evening  
Do the exercises listed below with your child, which is very important.

Preschool is a period when a child is actively exploring the world around him. Preschoolers have their own psychological developmental characteristics. When he starts to walk, the child makes a lot of discoveries, gets acquainted with things in the room, on the street, in the kindergarten. Collecting different things, studying them, listening to the sounds coming from the subject, one begins to know what qualities and characteristics this object has.

Motivational sphere

Obedience to goals is one of the most important formations formed during this period. Preschool age is a period in which the subordination of intentions arises spontaneously and then develops consistently. If a child demands more than one wish at a time, it will be difficult for him to choose between the two. Over time, he can easily make a decision based on choice. The strongest reason for school students is reward, encouragement.

A weaker reason is punishment, but a child's promise is usually a weaker reason. It is useless and harmful for children to make promises, because children do not keep their promises in a few cases, and a number of unfulfilled oaths and guarantees develop negligence and obligation in the child. The weakest thing is that nothing is explicitly forbidden, especially if it is not reinforced for additional reasons that are prohibited. During this period, the child learns the moral norms accepted in society, learns to evaluate behavior, taking into account the norms of morality, their behavior corresponds to these norms. The child has a moral experience. First, the child evaluates other people's behaviors, such as literary heroes or other children, because their actions have not yet been evaluated. In this century, the attitude of preschool educators towards others and themselves is an important indicator. Preschoolers often criticize their shortcomings, give personal characteristics to their peers, note the relationship between children and adults, as well as the relationship between adults and adults. However, parents can be an example to their children. Therefore, parents should include positive information to the child, whether personal or intellectual information, so that it does not cause fear, anxiety and insult to the child. School period





No matter how exciting it may be for a child with a healthy family to go to school for the first time, it will not be a serious problem for the child. Because at school, the teacher looks at all the children with one eye. Even in the family, it is better to look at the school as a necessary task for the child, rather than looking at the child as a separate boy. Because only in this way will the child learn to look at homework, school assignments as a personal task.

A person who lacks self-respect does not respect others

And for some as a baby gets older, he or she will outgrow this. We all know that a person who does not respect himself does not know how to respect others. In this case, it is important that education, school and family upbringing are balanced in one direction to the child's personality.

In the family, the child should never be embarrassed or humiliated. Everyone forgets to be ashamed in front of others. He will never forget the humiliation of many.

Therefore, if you want to have a healthy atmosphere in your family, do not punish your child for his / her inappropriate, wrong, misunderstood, inexperienced behavior, especially in the face of the incident. In this case, if there is a risk that someone he knows will be aware of the incident, the experience may be even stronger.

Raising a child by warning him or her of things that could go wrong will not discriminate against him or her in the family.

If a child voluntarily learns to do school assignments during the day, there is no room for you to force him or her to sit down to prepare for class when you return from work in the evening.

A family member who is forced to perform his or her duties cannot have an equal spiritual role in the family.

A child who learns his duty by force does not learn independence. However, we all look forward to our children's independence and teach them independence.

Only a child who has learned to be independent and self-sufficient will be able to provide for himself. If you constantly show the child his mental and practical work and force him to do it, then there will be inequality in the family, and if there is inequality between family members, the mental environment will not be healthy.

So if you see that your child is not doing his job, do not rush to force it. If he is once embarrassed or ashamed in front of his family, friends, classmates for not doing his job, he learns not to do it again, especially if he does not know what he needs and feels the need for it and cannot find it.

Actions that parents should not take:

Under no circumstances should you drive a child, as this can only exacerbate the problem Don't be rude your anger on the child and don't be rude. You need to talk to



him in a calm environment about why he didn't do the right thing. If the child behaves rudely, it is necessary to explain to him that this behavior is unacceptable.

If you don't talk to him at all, then he will feel how upset you are with such behavior.

If a child repeats a dirty word after someone, don't scold him. Try to explain to him how bad it is to use that word

If you see that your child needs your help, help him or her immediately. The child should feel that he is the main place in the life of the parent, that you always find time for him.

Explain to the child how much you need him and you will never leave him in a difficult situation.

The period between the ages of 6 and 7 is very important and responsible because it is at this time that the child enters school age. By this time, he had significantly developed social skills and self-management skills: a 6-year-old child has an opinion and can defend his or her beliefs when communicating with adults and children, as well as feeling -can control emotions and control his behavior. The upbringing of a child at the age of 6 should be aimed at improving his social behavior, developing his desire for knowledge, and acquiring the first skills of self-organization.

Finally, we would like to emphasize once again that parents need to spend more time with their children during this period. The child at this age wants more attention. Dear parents, spend more time with your child, so that your child does not have any psychological problems, conflicts.

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