
Psychological Characteristics of Preschool Children

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Annotation: The role of pre-school educational institutions in the formation of a child's personality and development of his interests in the field of knowledge, ensuring its physical and mental development, as well as the proper organization of the preparation of children for school education can not be overestimated.

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Introduction.

In this way, the country mobilizes all the forces and opportunities of the state and society in order to carry out wide-ranging measures aimed at the consistent continuation of the task of educating the younger generation, who is physically healthy, spiritually mature, comprehensively harmonious and harmoniously developed, independent-thinking, who has great salutations, deep knowledge and modern worldview, who is able to take responsibility

The main part.

Therefore, we believe that it is necessary to know the specific psychological characteristics of the children who are being brought up in this place, and we tried to enlighten this issue in our own work.

In accordance with the state requirements for pre-school education:

Psychological characteristics of children under 2 years of age:

thinking-visual-moving thinking;

speech - understanding of speech and uzuk-yuluk sounds;

optional cognition process - involuntary attention and memory;

physiological sensitivity is a high sensitivity to the effects of an adult;

objects of cognition-the subjects surrounding it and those older than itself;

methods of cognition - perception (seeing, hearing, knowing taste); conditions of successful mastering - to be a mexribon in relation to the child and communicate;

form of communication-direct emotional communication;

relationships with peers - there is no interest;

relationships with adults - a source of satisfaction of physiologic and protective excesses;

the presence of conflicts - with peers;

emotions - through the expressive gestures;

game activity-play different subjects.

Psychological characteristics of children from the age of 2 to 3 years:

thinking-visual-moving thinking;

understands speech-word combinations and verbs;

optional cognition process - involuntary attention and memory;

physiological sensitivity - high sensitivity to discomfort;

objects of cognition - different subjects and their internal structure;

methods of cognition-the use of subjects for various purposes, their disassembly and assembly;

conditions of successful mastering-diversity of the developing environment to be kind to the child and communicate;

form of communication-situational personal communication;

relationships with peers - low interest;

relationships with adults - a source of protection, masculinity and help;

presence of conflicts - with adults (the principle "I-myself");

emotions - strong emotions, sharp changes;

game activities-play different subjects, as well as play with peers.

Psychological characteristics of children from the age of 3 to 4 years:

thinking-visual-imaginative thinking;

speech-fluent speech is formed and begins to understand adjectives;

optional cognition process - involuntary attention and memory;

physiological sensitivity - high sensitivity to discomfort;

objects of cognition-subjects, their properties and functions;

methods of cognition-to experiment and create a construction;

conditions of successful mastering - a developing environment and cooperation with adults;

form of communication-situational practice;

relationships with peers - low interest;

relationships with adults - a source of help in choosing methods of activity, as well as a partner in the game and creativity;

presence of conflicts - with adults (the principle "I - myself");

emotions - strong emotions, sharp changes;

game activity-is a partner with an adult, while Toys, play independently.

Psychological characteristics of children from the age of 4 to 5 years:

thinking-visual-imaginative thinking;

speech-completes the active formation, clarifying thoughts;

voluntary cognition process-develops involuntary attention and memory, as well as voluntary memorization during the game;

physiological sensitivity-reduced sensitivity to discomfort;

objects of cognition - subjects and predicates that are not directly perceived;

ways to know - stories and experiences from an adult;

conditions of successful mastering-personal outlook; form of communication-organizational communication from the situation;

relationships with peers-have fun as a partner in event-rich games;

relationships with adults - source of information; presence of conflicts - does not exist;

emotions-more fluent and tries to control oneself;

game activities-play with peers in teamwork and role-playing, play situations.

Psychological characteristics of children from the age of 5 to 6 years:

thinking-visual-figurative thinking, pictorial-schematic process

begins to form;

the qualification of speech - to-speech planning is formed;

the process of voluntary cognition-the ability to purposefully remember develops;

physiological sensitivity-reduced sensitivity to discomfort;

objects of cognition - subjects and phenomena that are not directly perceived, moral norms;

methods of cognition-communication with adults and peers, independent activity, experiment;

conditions of successful mastering - a personal worldview;

form of communication - out-of-situation communication and suitability

relationship with peers-deepens interest as a partner in games and feels a tendency to conduct communication;

relationships with adults - source of information and interlocutor; presence of conflicts - does not exist;

emotions-a feeling of melancholy level, a high mood prevails;

gaming activity-formed thoughts about the game, as well as formed associations, lasting games.

Psychological characteristics of children from the age of 6 to 7 years:

thinking-logical thinking develops on the basis of a visual-figurative process;

speech - the development of internal speech;

voluntary cognition is the process by which a person voluntarily begins to concentrate his thoughts in the process of mastering;

physiological sensitivity - individually, in most cases at a low level;

objects of cognition - cause-effect relation between predicates and phenomena;

methods of cognition-independent activity, communication with adults and peers for cognition; conditions of successful mastering - a personal worldview, express their opinion in each work; form of communication-personal communication outside the situation; relationship with peers - interlocutor and activity partner;

relationship with adults - a source of emotional support; presence of conflicts - degradation by the age of 7 years, changes in social role;

emotions - to have a high level of emotions;

game activity-is formed to behave in accordance with the assumed role, and also play a combination.

In the psychological state of children in these periods, the issue of upbringing occupies a special place. When we look at the trends of socio-economic development, the issue of upbringing has taken a key place in the society. Today it is considered one of the most basic tasks in the upbringing of a healthy and harmonious generation. It is an urgent matter that the process of carrying out this task from the moment of pregnancy is laid the groundwork for bringing the spiritually healthy generation into the world.

The fact that during pregnancy the mother protects herself and the child from factors that negatively affect the nervous system in order to maintain mental health is a necessary factor for the birth of a spiritually active child.

In fact, many of our thinkers have also come up with their valuable ideas in their works about the need to preserve the future generation from the time of Mother winter. For example, Abu Ali Ibn Sina also said that the upbringing began in early childhood and that he should not grow up a child cowardly, sad or too early, that parents should constantly feel what the child wants and try to deliver the same thing to the child, and that it is harmful to keep away from bad things. He expressed his opinion that compliance with these rules will ensure a sharp, healthy growth of the child's mind, body .

There are also children born with a deviation from some meyyar, for one reason it is known that the child is in mental health and we can not protect him from any influence. One of these is hyperactive (extremely active) children.

So what are the causes of the occurrence of this syndrome?

First - various diseases during pregnancy (anemia, avitaminosis, infections, vodka, smoking, neurological diseases, etc.);

Second - complications during childbirth;

Third-diseases of the infancy period;

From the four-the war between parents-quarrels;

Fifth-incorrect upbringing is one of the main causes of this syndrome.

On the basis of these reasons, violations of willpower, emotions and behavior are observed in the child. As a result of this, children do not die peacefully in one place, do not reach the end of the game they started, do not listen to the speech of someone (especially parents), do not remain from their own knowledge, stubbornness, a decrease in attention, caress, interfere with the work of the surrounding people and other children's games, interfere with them, often make a scandal, crying, frequent headaches, a quick distraction from the mind, seriousness is manifested in the Cholar.

Most hyperactive children are distinguished by mental acuity from their peers. Still, their speech may not be good, they may have difficulty performing work that requires subtle movements or mastering new exercises. Some of the ulema, in general, if there is a nail in the photo, other ones (especially the chapaqai) become very strong artists.

About 70 percent of the above listed symptoms are detected in children with a diagnosis of hyperactive syndrome.

We recommend children with such a syndrome to their parents and caregivers the following::

- be in the right attitude to the child;
- be a constant companion of patience in the process of raising a child;
- know the mistress of stiffness and compassion;
- do not over-criticize;
- let your requirement be suitable for child's age;
- do not argue with him about the upbringing of the child;
- explain each drawback to him without hesitation.
- take the child to different mugs and the kind of sport he wants;
- keep encouraging your catches;
- Try not to use such phrases as "no", "you can not", "you still see from Me", "Do Not Give Up";
- make as much as possible a separate room for the child and enrich it with something different (toys, interesting books, "lego", etc.), so that they are not shiny and red;
- draw a child from long-running cartoons and adult-looking Motion Pictures. Keep in mind that long sitting next to the TV can have a bad effect on the nerves and psyche of the child.

Conclusion.

In the place of the conclusion, it should be said that if the above points were followed, we would have contributed to the development of the future of our motherland, which has risen to a new stage of development, for its prosperity, to be able to adequately react to itself, others, Society, nature and labor, to conduct independent activities, to educate creative and.

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