

FEATURES OF EMOTIONAL DEVELOPMENT OF PRESCHOOL CHILDREN

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ABSTRACT

The article analyzes the psychological development of preschool children, their school preparation processes, and the difficulties they encounter in adapting to educational activities.

Keywords: preparation for school, psychology of preschool children, social-emotional skills, adaptation to school, confusion, anxiety.

Educating young people in our society is one of the important issues facing our country today, as in all times. According to statistics, 70% of the information a person receives during his lifetime is received by the age of 5 years. Pre-school education ensures the healthy, all-round development of a child instills in him a desire to study, prepares him for regular education.

A comprehensive study of various aspects of the development of preschool children showed that, compared to the first grades of school, when studying in kindergarten preparatory groups, they feel calm, psychologically free and self-confident. They do And here it is not only about the fact that the conditions of the kindergarten are familiar to the child, and it is not about the process of his adaptation to new educational activities. And even because of a number of objective reasons, namely, the remote location of many schools, the over-occupancy of classes due to the lack of additional classes and teachers, insufficient rooms, etc. The main reason for this is that the rhythm of life in kindergarten, the way children communicate with adults and with each other are more compatible with the level of development of the preschool child's psyche. Due to instability, difficulties in adapting to new conditions and relationships, a 6-year-old child needs direct emotional connections (emotional relationships), which cannot be met in a formal school setting. Psychologists and teachers cite many positive and negative aspects of schooling from the age of 6. The most serious objections to going to school at this age were put forward by DB Elkonin. He writes that the transition to the next, higher stage of children's development reveals internal contradictions. If these contradictions are perfect before maturity - imposed subjectively without taking into account objective factors - then the formation of the child's personality will suffer significantly. Shortening preschool age by one year may disrupt the current degenerative developmental process and not be beneficial. DB Elkonin believes that instead of organizing schooling from the age of 6, it is more appropriate to expand groups of preparation for kindergartens, because it is easier to prepare children for school, because children in kindergartens are better, they are more complete, diverse lead a different lifestyle and look happier and healthier. Under the guidance of DB Elkonin, an interesting psychological phenomenon was identified. It is known that children of preschool age develop the ability to obey established rules of behavior faster than in kindergarten in a regulated communication environment. But at the same time, not the satisfaction of following these rules, but the feeling of fear of breaking them prevails . Children become restless, confused, anxious, and the level of

emotional comfort decreases. However, at the same time, this communication style does not cause the same effect (anxiety, confusion, anxiety) in 7-year-old first graders.

From 3 to 6-7 years, the child continues to rapidly develop thinking, ideas about the world around him, understanding himself and his place in life, and self-esteem. His main activity is the game. Gradually, new motives appear for him: a role in an imaginary situation. The main role model is an adult. If yesterday it was mostly mothers, fathers and educators, today, under the influence of television, things that destroy the psyche of children, gangsters, robbers, militants, aggressors and terrorists often become idols. In life, children carry what they see on the screen. The position on the decisive role of living and education in the mental and social development of the child is confirmed. Under the emotional sphere of a person, it is customary to understand not only emotions, but also a complex set of emotions and other emotional phenomena: tone, emotional characteristics of a person. With their help, the concept of emotional types of personality and emotionally stable relationships (emotions) emerges, each of which has its own specific characteristics and differences from each other. Emotions are important in everyone's life. But for the child, emotions also become a factor determining the value of objects and events, a specific standard of their quality. It is with the help of emotions that a preschool child perceives the small world around him, thanks to which he can show adults what he feels and feels. According to Vygotsky, an opinion was established about the multilevel nature of emotions, the basic laws of their manifestation and development. This idea is most evident when considering the young stages of emotional development, particularly infancy, early childhood, and preschool.

The main changes in the emotional sphere in preschool children are associated with the establishment of a hierarchy of motives, the emergence of new interests and needs. The feelings of a preschooler gradually lose their impulsivity, become deeper in semantic content. Nevertheless, it remains difficult to control emotions related to organic needs, such as hunger and thirst. The role of emotions in the activity of a preschool child also changes. If in the earlier stages of ontogenesis, the main instruction for him was the assessment of adults, now he can experience joy, seeing the positive result of his activity and the good mood of those around him. Gradually, a preschooler learns expressive forms of expressing emotions - intonation, facial expressions, pantomime. Mastering these expressive tools, in addition, helps him to know more deeply the experience of another person. The development of a person's cognitive sphere affects emotional development, in particular, the integration of speech into emotional processes, which leads to their intellectualization. During preschool childhood, the characteristics of emotions manifest themselves as a result of a change in the general character of the child's activity and the complexity of his relations with the outside world. Physical and speech development of the child is accompanied by changes in the emotional sphere. His views on the world and his relationships with others are changing. A child's ability to recognize and control his emotions increases with his understanding of behavior, for example, in areas where adult opinion about "bad" and "good" behavior is important. Adults should have a good idea of what to expect from children, otherwise there will be incorrect assessments that do not take into account the characteristics of the child's age. The ideal attitude of adults to a child is gradual adaptation to the emotional development and formation of the child's personality. By the age of three, the child's emotional development reaches such a level that he can behave in an exemplary manner. Just because kids are capable of "good" behavior doesn't mean they always will. It is not

uncommon for children to show displeasure in the form of tears, tantrums and screams. Although the older ones are not as angry as the younger ones, they have a strong sense of self and independence. If a four-year-old child argues using speech in an argument, he does not necessarily become hysterical. But if adults do not answer the child's question: "Why should I?" - then a breakdown may occur. If a four-year-old has had a very tired or stressful day, his behavior will be similar to that of a younger child. This is a signal to adults that the child has accumulated too much to bear at the moment. He needs love, comfort and a chance to act younger for a while. A preschooler's feelings are voluntary. They burn quickly, are pronounced brightly and quickly go out. Rough fun is often replaced by tears. The whole life of an early and preschool child is subject to his feelings. He still cannot control his emotions. Therefore, children are more prone to mood swings than adults. It is easy to please them, but it is easier to hurt or hurt them, because they hardly know themselves and do not know how to control themselves. Therefore, they can experience the whole gamut of emotions and excitement in an unusually short time. A child who is rolling on the floor with laughter may suddenly burst into tears or despair, and a minute later, his eyes are still moist, and the infectious laughter can be repeated. Such behavior of children is completely normal. Also, they have good days and bad days. A child can be calm and thoughtful today or capricious and whiny, and the next day - lively and cheerful. Sometimes we can explain his bad mood with fatigue, sadness in kindergarten, restlessness, envy of his brother, etc. In other words, his long-term bad mood is caused by anxiety caused by a particular situation, and even if we try our best to help the child get rid of it, often the baby's emotions can be completely shocked. . If the bad mood does not last long - for example, a few days - and does not cross any boundaries, there is no need to worry. But if the child is in a depressed mood for a long time or sudden and unexpected changes occur, a psychologist's advice is necessary. But in most cases, it is better not to attach too much importance to the child's mood swings, which will allow him to find emotional stability on his own. A child's mood largely depends on relationships with adults and peers. If adults are attentive to the child, respect him as a person, then he will experience emotional well-being. The child's positive qualities, benevolent attitude towards other people are manifested and strengthened. If an adult causes grief to a child, he experiences a strong feeling of dissatisfaction, in turn, he transfers a negative attitude to the people around him, to his toys. With the development of the emotional sphere of a preschool child, the separation of subjective attitude from the object of experience occurs gradually. The development of the child's emotions and feelings is related to certain social situations. Violation of the usual situation (change of the regime, lifestyle of the child) can lead to the emergence of affective reactions, as well as fear. Failure to satisfy (suppress) the child's new needs during the crisis can lead to a state of despair. Disappointment manifests as aggression (anger, rage, desire to attack the enemy) or depression (passive state). Around 4-5 years old, a child begins to develop a sense of duty. Moral awareness is the basis of this feeling and contributes to the child's understanding of the demands placed on him, which is related to his actions and the actions of peers and adults around him. The brightest sense of duty is manifested in 6-7-year-old children. The rapid development of interest promotes the development of surprise, the joy of discovery.

Aesthetic feelings also receive further development in connection with the child's artistic and creative activities. The main points of emotional development of a preschool child: development of social forms of expression of emotions; - a sense of duty is formed, aesthetic, intellectual and

moral feelings are further developed; feelings become conscious due to the development of speech; feelings are an indicator of the general state of the child, his mental and physical well-being. In order to clearly understand the differences in emotional development at different stages of ontogenesis, we can consider their comparative characteristics. Communication as a factor in the development of the child's emotional sphere. Communication is one of the most important factors in the overall mental development of a child. Communication, like any activity, is objective. The subject, as well as the object of communication activity, is another person, a partner in joint activity. A preschool child is an emotional being: emotions dominate all aspects of his life and give them a unique color. He is full of expression - his emotions flare up quickly and brightly. A six- or seven-year-old child certainly knows how to behave and can hide fear, aggression and tears. But this happens when it is absolutely necessary. The strongest and most important source of a child's experience is his relationship with other people - adults and children. The need for positive emotions from other people determines the child's behavior. This need causes complex multifaceted emotions: love, jealousy, sympathy, envy, etc.. If close adults love the child, treat him well, recognize his rights and always support him. when he concentrates, he experiences emotional well-being - a feeling. trust, security. In such conditions, a cheerful, physically and mentally active child develops. Emotional well-being contributes to the normal development of the child's personality, the development of positive qualities in him, benevolent attitude to other people. In the environment of mutual love in the family, the child begins to learn to love himself. Love and affection for close people, especially parents, brothers, sisters, grandparents, forms a child as a psychologically healthy person . If we evaluate the specific features of the emotions of a six-year-old child, it should be said that at this age he is not protected from various experiences in daily communication with adults and peers. His day is full of emotions. One day includes high joy, shameful envy, fear, despair, subtle understanding of another and complete alienation. A six-year-old child is a prisoner of emotions. Life is experiences for every event. Emotions shape a child's personality. Emotions exhaust him to the point of exhaustion. Tired, he stops understanding, stops following the rules, stops being that good boy (or girl), the good boy he could be. He needs a break from his emotions. With all the mobility of emotions and feelings, a six-year-old child is distinguished by an increase in "intelligence". This is related to the mental development of the child. He can already regulate his behavior. At the same time, the ability to reason can lead not to the development of spiritual qualities, but to the demonstration of them in order to get a special dividend from them - the admiration and praise of others. Six years is the age when the child begins to understand himself among other people, he chooses a position that continues to choose behavior. This position can be built with good feelings, an understanding of how to behave and not otherwise, a sense of conscience and duty. But position can be built with selfishness, personal interest and calculation. A six-year-old child is as simple as it seems, inexperienced, not on his own. Yes, he has little experience, his emotions are ahead of his mind. But at the same time, he has already taken a certain position in relation to adults, to understand how to live and what to follow. A child's internal attitude towards people and life is primarily the result of the influence of the adults who brought him up.

Development of the emotional and volitional sphere is one of the important aspects of child education. A small child still does not know how to control his emotions and expresses them openly without being embarrassed by others. But often parents forget that none of us have the

behavioral skills formed in society, and instead of calmly explaining to the child that it is impossible to behave in this way, they reprimand, shout, punish him. But this has no effect: the child does not understand why it is not allowed to shout, but the parents understand.

The emotional sphere of preschool children is characterized by immaturity, therefore, in various situations, they can experience enough emotional reactions, behavior disorders, resulting from a decrease in self-esteem, dissatisfaction, anxiety. Although feelings of anger and frustration are normal human reactions, it is difficult for children to learn to express negative emotions appropriately. A child who is in a state of dissatisfaction, anger, and depression for a long time experiences emotional discomfort, stress, and this is very harmful to mental and physical health. Reducing the negative state of children through positive actions (riding, knocking, building castles from cubes, destroying, "chopping wood"), drawing, playing with sand and water, through psycho-gymnastic sketches that play the main emotions: joy, surprise, anger, sadness, grief, fear. So, in the process of learning different emotions, children learn to manage them, overcome communication barriers, begin to better understand others and themselves, and get rid of psycho-emotional stress. As part of the study of the emotional sphere of children, a number of diagnostic studies were conducted, as a result of which a step-by-step algorithm for the development of the emotional sphere of older preschool children was developed.

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