

## GENERAL QUESTIONS OF CHILD PSYCHOLOGY

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### Abstract

The article analyzes the general problems of the psychology of preschool children. Theories of psychologists about the mental development of the child are also presented. Scientific recommendations on the upbringing of children are given.

**Keywords:** psyche, personality, development, regularity, factor, thinking, ability, psyche, perception, attention, memory, speech, thinking, emotion, imagination, will, manipulativeness, heredity, environment.

### Introduction

Child psychology is a science that studies the laws of mental development and the composition of the personality and psychological characteristics of a child from birth to school age. Although the child as a person looks like an adult, the content of his mental processes and personality-psychological characteristics is very different from those of adults. It is known that the personality of the child and his psychological characteristics are formed not as a result of the random influence of some random factors, but through the legitimate influence of a certain specific factor. Child psychology is concerned with identifying and proving the factors influencing this important legal path. It also explores such important scientific issues as the structure of the child's personality and psychological patterns, as well as the patterns of education of a comprehensively developed personality. Child psychology draws on philosophy to study its complex subject matter. It is known that philosophy studies the most general laws governing the development of events in nature and society and proves the dependence of the human mind on social life. Knowledge of the general patterns of development of nature and society helps a child born of a "natural breed" to gain social experience and become a person.

The science of child psychology faces a number of tasks, which are as follows:

1. To study the patterns characteristic of the development of children of different ages.
2. Determine the factors influencing the psychological development of the child.
3. To study the psychological characteristics of the child's personality.
4. Preparing the child for schooling.
5. Activate the child's mental processes for successful schooling.
6. Ensure that the child becomes independent and socially active in the learning process.
7. Development of special abilities of the child in the learning process.
8. Justification of the psychological nature of educational work.

Knowledge of the patterns of mental development of the child allows you to properly organize educational work with children of different ages.

One of the important aspects of the subject of child psychology is the study of the manifestation, development and improvement of such mental processes as intuition, perception, attention, memory, speech, thinking, emotions, imagination and will in children of different ages.

## Literature Analysis and Methodology

Foreign scientists J. Piaget, E. Thorndike, J. Watson, F. Galton, A. Binet, A. Anastasi, T. Simon put forward scientific ideas about the role and importance of education in the mental development of the child.

Jean-Jacques Rousseau expounds his scientific views on the mental nature of the child in *Emile, or Education*. This confirms the need to develop the inner world of a person in a completely mature and natural way. He divided mental development into periods [5; 17-s]. Children 1.5-5.5 years old play with small objects. Manipulation develops, that is, holding small stones, sand, peas and rice in the hands and making various objects. Playing with threads and buttons, the child develops perception. Collect pyramids and mosaics. Exercises are done for the little finger and toys are molded from dough and plasticine. At the age of 1-4 years, the brain develops along with the body; in the early years, mental development goes hand in hand with physical and sensory development.

Гетчинсон боланинг психик ривожланишини бешта фазага ажратади. Туфилгандан 5 up to age - a period of search and digging. At this

stage, children love to play in the sand. They are interested in playing various small manipulative toys.

From 5 to 11 years - the period of catching and hunting. In this case, children are afraid of strangers, become aggressive, ruthless, pride in front of adults is strong. But they are trying to do something secretly.

8-12 years old - children at this age want to have their own personal corner. Loves pets, feeds them. Girls at this age tend to be sweet and gentle.

11-15 years old - interested in nature, natural phenomena. Boys are fond of gardening, and girls are fond of caring for flowers. At this age, children become observant and cautious.

14-20 years old - strive to be a modern person. They are interested in trade, they know the role and importance of money [5; 137-138-b].

German psychologist William Stern analyzed the development of a child's personality. Mental development is self-development, self-development, adaptation of the child to the environment. This theory is called convergence theory. Two factors play a role in mental development - heredity and environment. Analyzing the action of two factors, it was confirmed that the game, as one of the main activities of children, is the main factor in mental development [11; 115-124-b].

Z. Freud states that "in most cases, the negative environment also affects the development of the child's psyche and its adaptation to the environment" [9]. Each movement of the child ensures the development of the cerebral hemispheres. If the child's natural movements are hindered, this will adversely affect not only his physical development, but also his mental and psychological development. According to the psychologist R. S. Nemov, "a person can get all knowledge from different sources. In childhood, a person comes into contact with the people around him, that is, communicates with his parents, relatives and other people who replace them. When a child communicates with adults, he masters speech under the influence of their attitudes and thoughts, he develops a sense of dignity and self-confidence, personal ideas are formed, he learns to understand the things and objects around him, people" [8; 13-b]. After all, positive personal qualities are formed in children, a feeling of love for the Motherland, parents, peers and other people develops. All this is formed as a result of the influence of the environment on the child.

The mechanisms of acquiring knowledge by L. S. Vygotsky represent “a close zone of development - a child cannot do something on his own, but can do it with the help of adults, what a child does today with the help of adults, he can do on his own tomorrow, Important zone development - the existing level of preparation of the child, and it differs in those tasks that he can perform independently” [1]. As a result, the child evaluates his knowledge, skills, willpower and other qualities. The child compares the achievements of his peers and his personal successes and failures, the skill of introspection is formed.

A.N. According to Leontiev, "different age characteristics require individual development, the acquisition of certain skills and competencies." At the age of 1.5-2 years, children gradually master new skills, learn to drink water from a bowl, learn to eat independently, dress independently at 3 years old [4].

According to M. Davletshin, “basically, from the age of three, the child's independent activity begins to increase. The education given to children of preschool age is a period of mastering complex actions, the formation of elementary hygienic, cultural and labor skills, the development of speech and the formation of the first rudiments of social ethics and aesthetic taste” [2; 38-b]. .

### Results and Comments

Parents and adults should allow the child to do whatever he wants. Some parents prevent the child from acting independently, but you should not allow the child to act independently. Therefore, if a child under 5 resists the initiative, then he will not be able to be independent and free. There are specific psychological aspects of preschool age, and educators should be aware of these aspects. Children 2.5-6 years old are taught to be kind and communicate. The ability to interact with people of different ages is formed. Forms of communication are mastered, relations with peers are formed, skills of mutual consent are formed. M. Montessori stated that “it is necessary to teach children to wait, to apologize if they made a mistake, to say thank you and to cooperate” [6]. Important features of the sensitive period are that if children do not respond to environmental stimuli, this may have a negative outcome in the future, for example: if a child does not respond to speech stimuli at the age of 1, he may

not be able to speak fully later. Therefore, parents should pay special attention to the speech and auditory process of the child.

### Conclusions and Recommendations

Educational activities are organized in preschool educational organizations, taking into account the lifestyle of children and their age characteristics. The teacher cannot simultaneously study the behavior and character of children. Therefore, they should pay attention to this or that child for several days and try to study it comprehensively. It is impossible to know all the characteristics of children at once. Needs, interests, inclinations and desires, abilities, attention, features of speech and thinking of children should be studied one after another without haste. Since the educator studies children in everyday working conditions, it is advisable for him to use observation, experiment, and auxiliary methods.

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