

DISAPPEARANCE OF EMOTIONAL STATES OF PSYCHOLOGICAL ANXIETY AND FEAR IN CHILDREN OF PRESCHOOL AGE

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Abstract:

In this article, the psychological characteristics of children of preschool age, the absence of anxiety in children, problems that cause fear and anxiety in children are discussed.

Keywords: Thought, emotion, anxiety, activity, motion, ontogenesis, fear, neurosis, informative, joy, anger, disgust.

A person does not only know reality in the processes of perception, imagination and thinking. Rather, at the same time, he reacts to one or another thing in life. It will appear to them in one way or another. The source of such an internal personal attitude is the activity and attitude processes, it occurs, changes, takes a stable shape or disappears in such processes. Anxiety is a person's emotional response to a real or imagined threat to themselves or their loved ones. Is a negative emotional state. Anxiety is a pallor of the face, trembling of the body and several other involuntary sounds. Expressed by actions. Anxiety takes the form of avoiding danger or staying still. It is necessary to distinguish anxiety from anxiety. If anxiety is an episodic manifestation of a child's anxiety, anxiety is considered a persistent condition. For example, a child may experience anxiety before giving a speech or reciting a poem. However, this discomfort is not always present, and in other situations it can be quiet. It depends on the level of preparation of the teacher. If the state of anxiety is repeated often and in different situations (talking with strangers, answering during class, etc.), then it is impossible to talk about anxiety. Anxiety is not tied to any particular situation and is almost always invisible. This condition accompanies a person in any form of activity. When a person is afraid of something concrete, we talk about the appearance of fear. For example, fear of the dark, heights, empty space.

A child's pre-school (kindergarten) age, from 3 to 7 years old, constitutes a large part of childhood. It is mainly from this period that the child's independent activities develop and personal individual characteristics (human qualities) begin to form. And the foundations of moral qualities arise. The most important feature

of the pre-school age (kindergarten age) is that it engages in independent activities, expands the scope of activities, and is educated by special pedagogues based on a specific program. Kindergarten period is important in personal education. When a child reaches kindergarten age, serious changes occur in his mental development. Because it is from this period that the child's independent activity begins to increase.

K. Izard explains the difference between the terms «fear» and «anxiety» in this way: anxiety is an adaptation of some feelings, and fear is only one of these feelings. Fear can develop in a person at any age. According to A.L. Zakharov, children between the ages of one and three years have night terrors, and in the second year of their dreams – somewhat more unexpected sounds, loneliness, pain, and fear of medical personnel. A child experiences various emotions and feelings in the process of activity, knowledge of the environment and himself, relations with adults and peers. The ontogenesis of emotions and feelings has its own specific laws. In the program, ontogeny, emotions that represent ordinary experiences appear. These experiences arise depending on the satisfaction of natural needs (satisfaction is positive, if it is not satisfied, negative emotions arise). Such emotions also exist in animals. However, the simplest emotions in children should be distinguished from the simplest emotions in animals. Because the form of invisibility of emotions has a social character in a person. For a child from the age of two, the reactions of children expressing joy, happiness, generally positive emotions are considered to be the most informative (giving a lot of information). Undoubtedly, positive emotions have a positive effect on the mental and physical development of a preschool child. The development of children's emotions takes place in the generalized quality of emotions directed at a specific object. During the development of the emotional sphere, children of preschool age separate emotional experiences from the evoking object to the subject of the relationship. The development of a child's emotions is related to certain social situations. A child's understanding of the situation, experience of the situation and changes in it creates a certain emotional state. Common problems of children of preschool (kindergarten) age are:

- Compliance of the level of mental development of the child with the age norm, that is, difficulties in the development of speech, memory, poor attention, etc.;
- Preparation for studying at school. This problem is that the parents have decided to educate the child from the age of 6, and it depends on whether the child can study well and come to school or not;

- The child's inability to plan, control and evaluate his actions. Conflict between parents and children;

- Accustoming the child to the children's institution;

Most scientists believe that one of the main causes of anxiety in children of preschool and junior school age is the breakdown of the relationship between the child and the parents, the authors of the book «Emotional stability of the school student» B.I. writes that develops:

1. Contradictory requirements presented by parents or parents and school (preschool). For example, a parent does not send a child to school because he feels bad. And the teacher gives the journal a grade of «two» and scolds him for skipping class in front of the other children.

2. Uneven (often high) requirements. For example, parents repeat over and over again that the child should get an excellent grade. They don't want to get used to the fact that their son or daughter is not the best student in their class, despite getting «five» grades.

3. Negative demands that humiliate the child and put him in a subordinate position. For example, a caregiver or teacher says to a child, «If you tell me who misbehaved when I was around, I won't tell your mother that you fought with other kids.»

A child's anxiety depends on the level of anxiety of adults around him. High anxiety of the teacher or parents is transferred to the child. They are less anxious than children from well-off families. It is interesting to note that when the quarrels in the family end after the divorce of the parents, the level of anxiety of the child does not decrease, on the contrary, it suddenly increases. Psychologist Y. Brel also identified such a law: children's anxiety increases even when parents are not satisfied with their work, living conditions, and financial situation. Perhaps that is why the number of anxious children is constantly increasing today. The dominant method of parenting in the family also causes the child's inner peace to disappear. There is an opinion that learning anxiety begins to form in preschool age. This can be caused by different methods of the teacher's work, constant comparison of the child with others, and high demands. In addition, parents hire a large number of tutors for their child to learn from an early age, resulting in the child completing assignments for hours. The child's body, which is not trained and not ready for intensive education, cannot withstand such pressure, the child becomes sick, and loses his desire to study. Worries about the upcoming academic season. Anxiety can be associated with other mental

disorders besides neurosis. In such cases, the help of a medical professional is necessary.

In conclusion, it should be said that. Working with anxious children is a difficult and time-consuming task. Anxious children do not openly communicate their problems, and sometimes hide them. In such cases, it is necessary to invite the child to discuss the problem together. For example. In pre-school educational institutions, you can sit with children in a circle and talk about their feelings and experiences in exciting situations. It is necessary to conduct purposeful work every day. It is necessary to call the child by his name, praise him even for his small success, and emphasize his achievements in front of other children. However, your praise should be sincere. Because children quickly notice fakeness and are affected. Also, the child must know why he is being praised. In any situation, you can find a reason to praise the child.

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