

CONFLICTS IN PRESCHOOL CHILDREN

Toktamuratova Gulbanu Abayevna

3 years students, Undergraduate degree

Karakalpak State University named after Berdakh

(Nukus, Republic of Karakalpakstan)

+998913862001

Abstract: In this article we are talking about preschool children, conflicts for preschoolers will be presented.

Keywords: Conflicts, preschoolers, preschool, children's collective, preschool years.

Introduction: Preschoolers have conflicts when children violate the rules of behavior in a preschool institution. During communication with each other, conflicts arise, emotional and personal relationships, while preschoolers argue, quarrel, which is typical for children of this age. It is necessary to take a particularly responsible attitude to the upbringing of preschoolers, because at preschool age the child's personality begins to form. During the communication of preschoolers, difficult mutual relationships arise, which seriously affect the formation of the personality of children. For the proper organization of educational work in kindergarten, it is important for teachers to know the specifics of the relationships that arise between preschoolers in the children's collective, as well as the difficulties that arise at the same time.

Other children usually enter the world of a preschooler. And, the older the child gets, the more important contacts with peers become for him.

Methods: The communication of a child with peers and his communication with adults takes place in different ways. Parents and other adults who are close to the child, treat him with attention and love, kindly, take care of him, teach him the necessary skills and abilities. Peers show less attention and goodwill. They have little desire to help another child or to understand him, to support him somehow.

But a preschooler communicates with his peers with great pleasure.

Preschool years are characterized by sensitivity in order to form collectivist qualities and a humane attitude towards people.

But, in the preschool period of childhood, despite the positive educational environment in a children's institution, such circumstances may appear when the environment has a destructive effect on the development of personality.

Therefore, it is so important to carry out early diagnosis and prevention of conflicts, problems when a preschooler feels emotional discomfort among peers. Without knowledge of early diagnosis and prevention of conflict relationships, it is

impossible to study and build good relationships of children and implement an individual approach to the development of a preschooler's personality.

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The child himself responds differently to the requirements and needs of the surrounding teachers and children. The new environment for preschoolers may also be unfavorable. A child in an unfavorable environment can behave differently: be unsociable or aggressively sociable. This may conceal a conflict in relationships with other children. Because of this conflict, the child becomes lonely among his peers.

The conflict and the negative changes in the child's behavior that appear because of it are not observed for a long time, so the teacher usually does not notice the cause of the conflict, and pedagogical prevention does not have any effect here.

Before a detailed study of the psychology of conflict in preschool children, it is necessary to consider the general structure of the processes.

Scientists such as A.A. Bodalev, Ya.L. Kolomensky in the structure of processes identified 3 components of mutually related components: behavioral and informational, or cognitive.

The behavioral component includes: actions with each other in joint activities, as well as communication and behavior of a group member addressed to another member. The gnostic component includes group perception, which contributes to the subject's awareness of the qualities of another. The emotional component includes interpersonal relationships. A conflict situation can turn into a conflict during the joint actions of a preschooler and peers in the game. Such a situation is formed when there is a contradiction: between the requirements of peers and the objective capabilities of a preschooler in play activities or between the leading needs of a child and peers. Here the conflict appears due to the fact that children have not formed a leading play activity. The reasons for this: preschoolers show little initiative in order to establish contacts with peers, as well as when those engaged in the game have no emotional aspirations. For any of these reasons, such contradictions may appear: a mismatch between the requirements of peers and the objective capabilities of the child in the game and a mismatch in the motives of the child's play and peers.

Consider internal and external conflicts in children who have difficulty communicating with peers.

External conflicts in children are visible, they can be observed. These conflicts arise due to contradictions formed when preschoolers organize activities together and also during this activity. External conflicts that appear in the field of business relations of preschoolers usually do not extend beyond the boundaries of these business relations.

The deep layers of the relationship remain unaffected. Such conflicts come, arise during certain situations and preschoolers resolve them independently. It should be noted the benefits of external conflict, because the preschooler is given the right to creatively resolve the situation. Such a conflict regulates the fairness of preschool children's relationships. Modeling of conflict situations can be used as a means of moral education.

Internal conflict appears in children during the game. It is mostly hidden, it is difficult to notice. There is an internal conflict due to contradictions related to the game, contradictions between the requirements of peers and the objective capabilities of a preschooler in the game, also due to contradictions in the motives of the game of a preschooler and peers. The child cannot overcome these contradictions on his own, he has a violation of internal emotional comfort. The child loses the ability to satisfy his significant needs, there is a distortion of both business and personal relationships, psychological isolation from peers is formed. Internal conflicts negatively affect the formation of personality, delay the formation of harmonious relationships.

Results and Discussion: Any preschooler in a peer group has a certain position. It is expressed by the attitude of his peers. The degree of popularity of a child is influenced by many reasons – it is both appearance, and knowledge, and the ability to establish contacts with peers and the like.

Interpersonal relationships or relationships are a diverse, relatively stable system of selective, conscious, emotionally experienced connections between group members. Although interpersonal relationships are realized in communication, as well as, mainly, in the actions of people, the essence of these relationships is much broader.

Children's interpersonal relationships are complicated, contradictory, and often difficult to explain.

It is very important for a child to communicate with children. This is necessary in order for it to develop. Communication with peers contributes to the formation of social qualities of a preschooler's personality, as well as the development of the foundations of collective relationships of preschoolers in a group.

Conflicts among preschoolers appear due to the fact that the child violates the rules of behavior in a children's institution. They arise during communication with peers and manifest themselves when children argue, quarrel.

Conflicts in children appear in the game. The reasons for this:

a preschooler shows little initiative in order to establish contacts with peers, also when those engaged in the game have no emotional aspirations; have various skills and capabilities; inability to communicate.

Conclusion: As a result, each child meets the requirements of the educator and peers in his own way and creates an attitude towards himself. The emergence of conflicts is greatly influenced by interpersonal relationships, the ability of children to communicate. As a result, it is necessary to consider the psychological and pedagogical characteristics of children for each age separately.

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