

THE STUDY OF FEARS AND ANXIETY IN CHILDREN

Kazaxbaeva Mexriban Jamalatdin qizi

1 years students, Undergraduate degree

Nukus State Pedagogical Institute named after Azhiniyaz

(Nukus, Republic of Karakalpakstan)

Sadikova Qizjibek Quralbay qizi

1 years students, Undergraduate degree

Nukus State Pedagogical Institute named after Azhiniyaz

(Nukus, Republic of Karakalpakstan)

Dùysenbaeva Bibigùl Bekmurzaevna

1 years students, Undergraduate degree

Nukus State Pedagogical Institute named after Azhiniyaz

(Nukus, Republic of Karakalpakstan)

Najimatdinova Gulnaz Muyatdinovna

2 years students, Undergraduate degree

Nukus State Pedagogical Institute named after Azhiniyaz

(Nukus, Republic of Karakalpakstan)

Abstract: This article studies fear in children.

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Currently, one of the urgent problems in the development of children is the problem of fears. The child's psyche is particularly susceptible and vulnerable, it is unable to resist negative influences. The presence of fears in a child should not be ignored, it can become a factor in the violation of personality development.

The problem of diagnosis and correction of childhood fears is becoming increasingly important. It should be remembered that fear is an emotional disorder that can be corrected in a timely manner. That is why it is necessary to diagnose the presence of certain fears in a child in a timely manner.

In this regard, the task of finding identification and overcoming fear in preschool children is relevant.

The concept of fear was developed at different historical times by many researchers of various industries and sciences and has many interpretations.

Philosophical thinking considers fear to be one of the most important phenomena of human and social existence.

R. Descartes defined fear "as amazement, fear, and an extreme degree of cowardice." The teaching of B. Spinoza is also considered important. He believed that "Fear arises from the impotence of the spirit."

In psychology, the concept of fear is given the following definition: "an emotion that arises in situations of threat to the biological or social existence of an individual and is directed at the source of real or imaginary danger."

According to the point of view of A. I. Zakharov, fear is "an affective reflection in the consciousness of a specific threat to human life and well-being." The author notes that fear is based on the instinct of self-preservation, has a protective character and is accompanied by certain physiological changes in higher nervous activity.

Ovcharova R. V. identifies the following types of fears:

1) age-related fears are noted in emotionally sensitive children as a reflection of the peculiarities of their mental and personal development.

2) neurotic fears – characterized by high emotional intensity and tension, prolonged course or persistence, adverse influence on the formation of character and personality, interrelation with other neurotic disorders and experiences, avoidance of the object of fear.

The study involved 14 children aged 3 to 6 years, as well as their parents.

The following diagnostic techniques were used to complete the tasks and achieve the goal:

1. Test of A. I. Zakharov and M. A. Panfilova "Fears in houses".
2. Questionnaire of G. P. Lavrentiev and T. M. Titarenko (to identify the level of anxiety)

According to the results of the "Fears in houses" methodology, the most common are: fear of death, fear of the death of parents, fear of dad and mom, fear of fairy-tale heroes, fear of darkness, fear of war.

Among the respondents, boys are more susceptible to such fears as: fear of punishment, fear of terrible dreams, fear of darkness, fear of war, fear of transport, girls – fear of staying at home alone, fear of illness, fear of death of parents, fear of getting lost.

Equally, the following fears are expressed between boys and girls: fear of being late for kindergarten, fear of darkness, fear of blood.

According to the results of the second method aimed at identifying the level of child anxiety, most children have a high level of anxiety.

It is noteworthy that many parents during the survey found it difficult to give an unambiguous answer to the questions of the methodology, which may very likely indicate a lack of attention of parents to their children, as well as the lack of elaboration of emerging anxiety.

So, in the study group, a high or medium level of fear and a high level of anxiety were detected in most of the study participants.

Based on the results obtained, it can be assumed that these indicators are interrelated. The less often a child experiences anxiety, the less susceptible he is to various kinds of fears.

Thus, the following conclusions can be drawn:

1) fear plays an important role in a child's life, on the one hand, it can protect him from rash and risky actions. On the other hand, positive and persistent fears hinder the development of the child's personality, constrain creative energy, contribute to the formation of uncertainty and increased anxiety.

2) fears inevitably accompany the development of the child and the appearance of various emotional disorders, psychological problems associated with a number of adverse events that occurred in childhood.

3) prevention of fears consists in the education of such qualities in a child as optimism, self-confidence, independence.

The presence of a large number of different fears in a child is an indicator of a pre-neurotic condition that cannot be ignored.

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