

VOLITIONAL QUALITIES OF PRESCHOOL CHILDREN

Beknazarova L.S.

Qarshi Davlat Universiteti.ps.f.prof.v/b.

Abdullayeva Ma'mura Qosimjon qizi

Qardu Psixologiya (faoliyat turlari bo'yicha) 2-kurs magistranti

Abstract: The article is written about the will qualities of preschool children and the will characteristics of children.

Key word: therefore, in various situations, surprise, anger, sadness, grief, fear, kindergarten.

The development of voluntary sphere in children 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 on basic emotions. : surprise, anger, sadness, grief, fear.

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 and presented as follows.

Algorithm for the development of the emotional sphere of preschool children

Step 1: Acquaintance with emotions (through photos, plot pictures, icons, colors).

Step 2: Psychological studies, exercises, open games aimed at developing various feelings and emotions, developing the ability to understand the feelings of other people, developing methods of raising the mental state: " Kind kitten", "Run", "Old" boletus ", " Paper balls ", " Living hat ", " The sea is worried ".

Step 3: Moments of visual activity, when children draw all familiar emotions, draw their own mood, neighbor's mood, teacher's mood, etc.

Step 4: Reading, conversations, questions about what is read, creating problem situations, reading the emotional state of literary characters with the help of icons. Choose the appropriate character for each character yourself.

Step 5: We "teach" our feelings. With the help of a mirror, children learn to show and control their emotions.

Step 6: Participation in creative tasks, miniature games, theater performances.

After long-term work, positive dynamics were observed in the emotional sphere of children who underwent correction.

Since volitional actions are conscious actions performed on the basis of a certain goal, such complex actions are not found even in infants. Activity in young children consists mainly of involuntary, reflex movements. Babies cannot control any of their actions.

For example, when a small child sees something he likes or is interested in, he starts to make a lot of chaotic movements (with his legs, head). But none of the actions It is not aimed at a specific purpose.

When the child is three to four months old, he can hold his head upright. It is from this period that the voluntary actions of the child begin to develop. When a child is 5-6 months old, they can easily keep their body balance, and they can grab things around them with their hands. In this way, the child's voluntary movements develop, and when the child reaches one year old, they begin to control their movements voluntarily.

In the development of volitional actions of children in early childhood, the acquisition of speech finally plays a big role. When the child acquires speech, he enters into a relationship with adults through speech, happily fulfills their tasks. For example, small children easily understand and diligently fulfill the tasks of adults such as "come here", "sit here", "give me your slave".

At a young age, the child's voluntary movements begin to develop rapidly. He grabs things that interest him, turns them around and looks at them from all sides. From this period, the child begins to perform voluntary voluntary actions, imitating adults. Therefore, it is the responsibility of adults to correct and develop their voluntary actions.

The main voluntary movements associated with volitional processes begin to appear from the kindergarten age. But in kindergarten children of small age,

involuntary movements prevail. Most of the actions of a 3-year-old child are not dependent on his thinking, but on his temperament. Therefore, children of this age cannot force themselves to do any work.

In the development of voluntary actions of children of kindergarten age, the gradual development of their speech is of great importance. Educators and parents verbally assign different tasks to children of different ages. At the same time, children should clean the houses or other things they are doing and perform the tasks assigned by the adults. By giving such tasks, voluntary actions can be encouraged in children. But not all children of kindergarten age perform verbal tasks in the same way. For example, young kindergarten children, i.e. three-year-old children, cannot retain oral assignments for a long time in their memory. They quickly forget the task and instead do whatever they want. Such a situation does not worry them. Speech is of great importance in developing the will of middle and older children. At this age, children tend to follow carefully explained methods when completing tasks voluntarily.

Along with the development of voluntary movements in children of kindergarten age, volitional processes also begin to appear (setting goals and means, coming to a decision and implementing the decision). But such volitional processes are not clear in young children. According to the tests conducted, the actions of 3-year-old children begin to be structured based on a specific purpose. It is very important for adults to set an example for them.

References

1. Баротов Ш.Р. Таълимда психологик хизмат асослари. 1999, 96 б.
2. Э.Гозиев "Инсон психикасининг ривожланиши" Тошкент: Университет.200.
3. М.Г. Давлетшин "Таълимнинг психологик асослари"
4. Ш.Р.Баротов "Укувчи шахсини ўрганиш усуллари" Тошкент: У- 1995
5. М.Воҳидов "Болалар психологияси" Тошкент: У-1982