

Mental Development of Personality and Emotional Well-Being of Modern Children

Oktamova Vazira

2nd year student, international faculty, direction of clinical psychology, Samarkand State Medical University

Razikova Lola Tuychievna

Ph.D. Associate Professor of the Department of Pedagogy and Psychology, Samarkand State Medical University

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ABSTRACT

The cognitive processes and imaginative thinking of children contribute to the emergence of emotionally vivid and rich mystical, fantastic and fabulous fears. Negative events in social life are usually reflected in the lives of children and create an unfavorable emotional background for their mental development. The content side of more frequent fears at school age indicates the predominance, mainly socially mediated fears from a sense of instability in the outside world. Most often, experiences are "mirrored" on the normal development of the child and come from parents and the immediate environment, or appear as a result of improper family upbringing.

Childhood is a crucial period in the mental development of a child. According to A.N. Leontiev, at this age the initial formation of the personality takes place, and it is significant in the period of development of the child, in his self-consciousness and worldview.

It is during this period that the intensive development of all mental processes takes place, more progressive changes occur in the cognitive and emotional-volitional sphere of the psyche. Emotionally developing, children show new interests, acquire leading motives and needs, a new self-awareness is formed. Emotional reactions include speech design, providing intellectualization, awareness, generalization. The child begins to manage his emotions, masters socially acceptable forms of behavior and expression of feelings, emotions are more adequately manifested, affective outbursts are extinguished due to conflict situations due to minor reasons. The meaning of emotions in the child's activity also changes, anticipating emotional properties are formed, anticipating the consequences of the actions performed, the individual nature of the response in frightening situations. Evaluation of one's actions appears, a meaningful orientation of one's own experiences, understanding and awareness of sentences, such as "I am happy", "I am angry", "I am scared", "I am sad".

In psychological and pedagogical sources, children's age is indicated by the period of greatest severity of fears - this is not even connected with emotional development, but more with the

cognitive development of the child. There is an increase in children's understanding of the danger. The same emotional neoplasm was noted in the study by A.N. Fominova - the ability of children to generalize negative and positive emotional experiences. In childhood, A.I. Zakharov, fears in children are increasing, especially in girls. Thus, the "average score / index of fears" is sensitive in children by the age of 7 who are not studying at school - this age is a crisis for the child and is characterized by greater sensitivity of the psyche.

As studies by S.N. Kostromina, A.A. Rean preschoolers are significantly affected by fantasy images and the emotions they evoke. The authors call this period the "age of fairy tales and fantasies", in which figurative thinking, bodily sensations, emotional experiences and reactions are intertwined. Vivid images of fairy tale characters cause intense feelings of fear in children at preschool age, leading to disturbance of peace, the appearance of obsessive thoughts. M.M. Semago highlights the fact that disturbing fantasies can begin to manifest in the waking state - this leads to the perception of the most harmless objects as dangerous (for example, horror movie scissors, Baba's broom

Yagi, Dracula's cloak, etc.).

In the fears caused by fantastic and fabulous stories, preschoolers hide the fear of death. According to A.I. Zakharov, from the age of 5, children tend to show fear of death, but linking it with fears of animal attacks. In fear of the dragon spewing fire often reflects the fear of war, fire, disasters, as a result of which people can die. Child psychologists use the term "age neoplasm", which refers to the mental development of the child from the time the child receives social experience, from the understanding of the reality of the world around him and his destiny in it. In the theories of psychological defenses, methods are considered aimed at reducing emotional anxiety, with the help of which the I-child tries to maintain its integrativity and adaptability of the personality.

So, L.R. Batralieva [1, p.102] considers the state of anxiety as a psychological defense in the system of the adaptive reaction of the personality, aimed at changing the maladaptive cognitive, emotional, behavioral components to reduce their psycho-traumatic effect on the self-concept of the child's personality. Such negative emotions as anxiety, fear, emotional stress cause a person to reevaluate personal ideas about himself in order to reduce mental discomfort and maintain positive self-esteem.

Despite the fact that in different interpretations the goal of protection is formulated differently (in one case, as the desire to cope with anxiety, in the other - as a way of influencing different feelings (anxiety, fear, anger), cognition and behavioral stereotypes), nevertheless, the beginning development of this problem and its intensive discussion, has been and remains associated with the concept of "feeling of anxiety", with the "phenomenon of fear".

Following the line of protective components that influence the emergence of the phenomenon of fear in a child, let us turn to the psychological and pedagogical interpretation of the causes, essence and types of fear. Experiencing this unpleasant emotional state, the child to some extent understands the side of the danger that may threaten him. The usual description remains the expression of an emotional state (fear) with the help of bodily sensations: an incomprehensible internal tension is created throughout the body, it can be concentrated in the abdomen, convulsive contraction of organs, dizziness is observed, vomiting is possible, trembling in the limbs, profuse sweating, rapid heartbeat, intermittent breathing, gastrointestinal upset.

The stronger and more sudden the state of fear, the more clearly the inner emotional state is experienced.

Fear is presented both in the form of objectification of bodily sensations, and in psychological justification in the form of a state of increased sensory attention and motor tension (readiness for fear), from which an emotional reaction of anxiety and fear develops.

The concepts of anxiety and fear differ: fear is a reaction to a real threat, an object, which is expressed by the words "I am afraid of something / someone", and anxiety is an objectless fear, expressed by the words "I am afraid, I am restless." If fear is a signal of danger, then an explanation

should be given as to what threat causes the emotion of fear. At the same time, internal and external stimuli are distinguished, which can be a threat, or can be imagined by the child in his fantasies.

The objects of fear can be dangers that threaten the self-preservation of the body (for example, wild animals, natural phenomena, conflict situations), as well as events that can cause anxiety, feelings (for example, hunger or thirst, ridicule). With such threats, the child develops a feeling of helplessness and oppression. Such a state of tension can be passed off as a feeling of fear. Another object of fear may be the danger of punishment, for example, fear of parents, internalized as a phenomenon of conscience.

Another object of fear is a stranger or an unknown situation. This type of emotion arises in connection with a premonition that the unknown is accompanied by unpleasant experiences, primarily caused by the fact that in a new situation the person will not be able to control it.

There is a fear of one's own inferiority, caused by such an emotion as a feeling of inferiority. This feeling arises when the child is unable to separate the results of his activity from himself. It leads to a decrease in self-esteem, to the actualization of motivational behavior that is under the control of praise or reproaches, to passivity and depression.

If the fear of one's inferiority is transferred to an external object, then typical phobias arise in the form of symptoms of obsession, when a hidden well-known fear prevails in the overall picture, but at the same time a projected object.

The emotion of fear can lead to a number of consequences, which are accompanied by anxiety and uncertainty, overcompensation in the form of demonstrative, defiant forms of behavior, defensive reactions that prevent the penetration of an unpleasant feeling into consciousness, fear of fear itself.

Also, the absence of fear is an alarming sign. Without receiving an alarm signal, the subject may not feel the approaching danger, for which he must be prepared. Fear is a sign of a person endowed with reason, the factor due to which the preservation of personality occurs.

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