

# Psychological Correction Of The Emotional Sphere Of Children In Preschool Age

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**Annotation.** The article covers the essence of the study of the emotional sphere in preschool children by psychologist scientists and the content of the psychocorrectional work carried out by determining the level of psychodiagnostic them of cases of emotional anxiety.

**Keywords:** preschool age, emotional sphere, moral emotions, cognition emotions, anxiety, anxiety, curiosity, surprise, a feeling of pleasure from news, a feeling of cheerfulness, stenic traits, asthenic traits.

## Introduction

The power of the state is in the hands of healthy-minded, humane, independent-thinking self-controlling people, perfect people brought up in the spirit of national pride, patriotism. The education of a perfect person is a universal idea, and at the same time there will be symbols of perfection, which each people strives for. Represents the people's dreams of raising their children to be free-minded, courageous, proud, healthy and harmonious. Realizing this deeply, the state, the popular community that has made such a conclusion, and the society that is trying to raise it among the civilized countries, first of all, it is necessary that the growing up of all the germinating children as a blessed generation in every possible way can easily solve the problems of their entry into life.

It is possible to include the social environment, education, hereditary characteristics that ensure the maturation of the individual, fall under the main mechanisms. Also important in the formation of personality is the development of the hissy-volitional sphere. Especially the development of the emotional emotional sphere affects the formation of social behavioral skills, behavior in them. Therefore, it is necessary to study changes in the emotional sphere in children of preschool age and prevent the occurrence of

negative emotional states in them. The study of these issues determines the relevance of our research work.

The role of emotions in the structure of a child's activity in preschool age is gradually changing: experiences in the initial stages are formed as an emotional assessment of the achieved result, if they occur, then in the later stages-in the form of pre - emotional perception until the performance of actions.

According to A.V. Zaporozhets, affective and cognitive processes interact in the development of a child and form a whole functional system of human emotions. This system allows the subject not only to foresee the consequences of his actions, but also to feel them at the same time, and thus to adequately emotionally control complex forms of activity.

As P. M. Yakobson has shown, the role of emotion as a motive for children's actions changes during preschool age. The actions of a child under the age of 3 are based on the understanding of what is unpleasant and what is pleasant. At the age of 3-4, anger, fear, sadness in a child immediately prompts him to act. He fights with another child, grabs a toy, or shows that he feels sorry for someone. At the age of 4-5, a child can refrain from directly expressing his emotions in his actions or act based on his higher emotions. Emotional states

and feelings help to restructure the child's behavior by performing a management function. Emotional experiences support, direct or inhibit behavior. If the influence and demands of adults aimed at changing the child's behavior are emotionally accepted by the child, the child serves as an exhorter of actions and evokes an emotional response.

In order for a child to develop higher (moral) feelings, knowledge and feelings, he must have an understanding of good and bad, beauty and not being beautiful, as well as the need to know. Emotions are formed gradually. They understand their direct meaning, and then their general meaning.

Children evaluate objects and events that create aesthetic experiences, objects and tools that create moral experiences, and objects and events that create intellectual experiences with a general rating of "good". In other words, a good thing for a child in this period is something beautiful, kind, and interesting, and this particular object evokes experiences that include aesthetic and moral feelings. Later, when the ability to analyze and evaluate based on special ethical and aesthetic criteria is formed, syncretic, (merged and united) emotions are divided into aesthetic, moral and intellectual emotions.

Higher emotions begin to form from the age of 2-3 years. Higher feelings include intellectual aesthetic and moral emotions. Emotions that arise in the process of cognitive activity are called intellectual emotions. These include curiosity, a sense of surprise, a sense of pleasure in the news, a sense of cheerfulness. The feeling of cheerfulness is manifested in preschool children in the abyss of knowledge of reality. Children who have the right ideas about the world around them love to give subjects characters that are not typical for them.

In preschool children, certain experiences arise, depending on whether or not to fulfill the requirements of social life, that is, moral standards. The first manifestation of a sense of Duty occurs at the age of 4-5 years. Because during this period, on the basis of existing knowledge, skills and abilities, moral consciousness begins to form in the child. During this period, children begin to understand the requirements of adults and apply them to their behavior, as well as to the behavior of others.

By the end of the preschool age, higher emotions are increasingly becoming the motives of the child's behavior. Through emotions, children begin to control their desires, behavior in accordance with the aesthetic, moral requirements established in society. The development of emotions and feelings of preschool children depends on the knowledge of a number of conditions.

M.I. Lisina's research shows that emotions and feelings are formed during the child's communication with adults and peers. Slow emotional development in children raised outside the family from the first years of life can persist throughout their lives. The reason for this is that there are many children per person in pre-school education institutions, as a result, educators have little emotional contact with each child.

According to M.M. Koltsova, the unhealthy environment in the family is immediately reflected in the children's drawings. Incorrect relationships in the family sometimes lead to one-sided affective attachment (mostly attachment to the mother). In this case, the child's need to communicate with peers decreases, the child's behavior becomes too dependent on adults, the child may even experience strong negative experiences (for example, jealousy of a person with whom he is attached). . In the studies of M.M. Kol'tsova and V.S. Mukhina, the manifestation of jealousy towards parents is associated with the birth of a new child in the family. Emotions and feelings develop intensively in play, the leading type of activity in preschool age. The game is not only a leading activity for preschool children, but also a rich experience. Emotions and feelings are related to the social and psychological situation in which the child's activities are carried out. Emotogenic situations, that is, situations that evoke strong experiences, are distinguished by novelty and unusualness. A child experiences much more emotions than an adult. The reason for this is that many things seem strange and new to the child because he still has little life experience.

Depending on the situation, the child's feelings and emotions can be both positive (love, joy) and negative (anger, hatred). If the child has opportunities to satisfy his needs, positive experiences (sthenic experiences) are created.

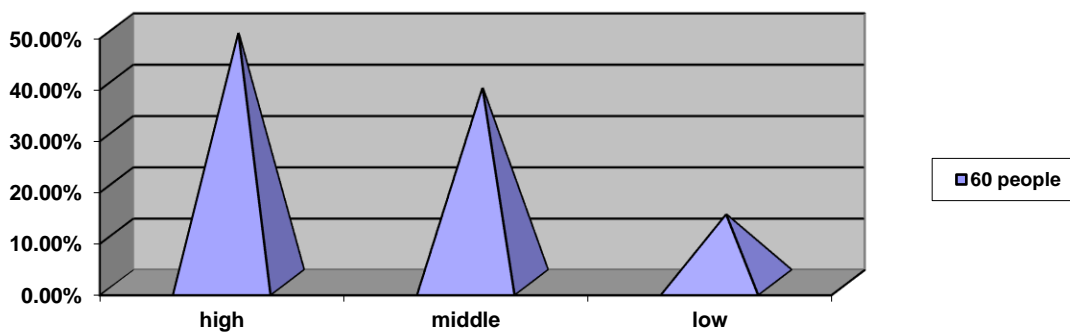
However, if the child does not have the opportunity to meet his needs, negative (asthenic) emotional experiences appear. In general, children have an optimistic attitude to life situations, they are characterized by a joyful mood from a fresh life, taking into account the laws of development of emotions and feelings in the ontogeny, as well as conditions and age characteristics, allows children to form psychological preparation for school.

The role of projective methods is important in the study of anxiety in children of preschool age. In particular, in our research work, the "Choose the right face" methodology was used in order to diagnose anxiety in children of preschool age. This methodology was developed by American

psychologists R. Pemles, N. Dorkey, and V. Alin, and is designed to diagnose the level of anxiety in children. This methodology consists of 14 pictures depicting events and incidents that occur in children's lives, the picture is given in two different versions for boys and girls, each picture is additionally accompanied by two happy and sad situations. shown. The proposed pictures depict everyday realities of preschool age children and they can cause a high level of anxiety in children. This methodology was conducted in a group of testers, and the results were analyzed in terms of quality and quantity. The results of the quantitative analysis were presented in tables and diagrams.

**A study on the methodology "choose the desired face" is a table view of the results**

Testers	High	Middle	Low
60 people	48,7%	38%	13,3%



**Manifestation of the state of observation in children of preschool age**

From the results of the methodology, we can see that the state of anxiety constitutes a significant level in the group of test subjects. According to him, anxiety is a person's tendency to feel constant anxiety, to feel different situations as a dangerous state. Disturbances in which anxiety may be present, or perhaps caught, cause changes in the usual situation. It manifests itself in tension of posture and movements in waves in anxious movements (for example, when punching hands). The presence of a high level of anxiety usually reduces the effectiveness of the activity, accompanied by non-uniform conflict behavior of the individual.

In the group of testers, anxiety is 48.7%, that is, a high figure. It was found that anxiety in these children is caused by fear in relation to everything

that is in them, by the lack of the ability to look at Khadik, to adequately assess what is around them. The average indicator is 38% among the testers. It turned out that in them the state of anxiety manifests itself depending on the situation, as well as in children the concept of thinking in a specific way, ownership of the worldview, as well as a corresponding imagination. The low rate was found to be 13.3% low level anxiety among the testers.

According to the data collected as a result of our observations and collected data, it is possible that the state of anxiety in children is manifested to a very small extent, and in some cases it is completely inconspicuous. In children of this category, situations of striving forward, striving for the goal are visible, despite any difficulties. From the results of the methodology, it can be concluded that the occurrence of positive or negative

emotions in children can be determined by a number of factors. We can also see the presence of negative negative emotions in most children. Anxiety that occurs in children occurs on the basis of lack of self-confidence, non-independence, dissatisfaction with the relationships of people around them.

Correction of emotional states in children of preschool age is considered an important issue, it is at this age that the game is effectively used with them as a training session. A number of opinions are presented regarding the possibilities of the game, issues of influence on the mental life of the child. A training program has been developed to eliminate emotional states in children of preschool age. This program is aimed at correcting negative emotional states that occur in children.

Purpose of the program: correction of negative emotional states in children of preschool age.

Program functions:

1. Identification of the causes of the occurrence of negative emotional states in children.
2. The development and use in practice of methods for battering negative emotional states.
3. Development of Will in children.

4. Development of positive personality traits.

Training sessions carried out with children of preschool age are also aimed at solving the following issues.

1. Methods for correcting negative emotional states, in which games with children are used that reduce negative characteristics in emotional states.

2. Games aimed at the development of Will in children. In this, games are mainly focused on volitional activity.

3. Games aimed at the formation of positive characteristics in the individual. It mainly uses games aimed at developing personality traits.

4. Control experience results.

After the initial diagnostic work, training on a special training program was carried out in the group of testers. The training program was carried out during the 2nd month, again in the group of testers, methods were carried out to identify anxiety again, and the results were analyzed in quantity and quality.

In the study of anxiety states in the group of testers, the methodology "choose the desired face" was again carried out for the purpose of re-diagnostics. The results of repeated quantitative analysis were reflected in the table and diagram.

Analysis of literature on the methodology "choose the desired face"

Testers	High	Middle	Low
<b>Control group</b>	48,7%	38%	<b>13,3%</b>
<b>Experience Group</b>	<b>27,4%</b>	<b>18,3%</b>	<b>54,3%</b>

From the results of the table, it can be concluded that among the testers we can see a decrease in the level of anxiety after the experiment. Now it turned out that in children, fear, anxiety decreased in relation to external influences around them is almost trying to ignore. Also, 54.3% indicates that among the testers, the level of anxiety decreases and the qualities of boldness, independence are developing.

In preschool children, classes are organized on the basis of a specially developed training program in groups whose negative emotional states are recognized as strong, and this is how the results can be summed up in this regard:

- emotional states in children of preschool age have an unstable nature;

- self-dissatisfaction of a person, insecurity in relation to himself cause States of anxiety in them, as well as negative experiences;

- the fact that an individual feels vulnerable is counted among the factors that cause negative experiences in them, such as fear, anxiety, Hadik.

According to the results of the study carried out, we can see a decrease in the level of anxiety after the experiment among the testers. Now it turned out that in children, fear, anxiety decreased in relation to external influences around them is almost trying to ignore. Also, a decrease in the level of anxiety among the testers indicates that they are developing qualities of boldness, independence. Hence, it turns out that emotional characteristics have a stable nature and can be associated with psychological changes in the individual.

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