

The Main Factors of the Development of Emotions in Preschool Children

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Abstract:

the article deals with issues such as emotions in preschool children, the main factors of the development of emotions, the development of emotions and their differentiation, the development of higher senses in preschool children.

Keywords: preschool age, emotions, basic factors, development of higher senses, differentiation.

A child's activity involves various emotions and feelings in the process of knowing the world around him and himself, interacting with adults and peers. He has a certain attitude to what is happening around him and what he is doing. This relationship creates certain emotions and feelings in the child. Emotions and feelings are also a unique form of reality reflection. It is manifested in the child's attitude to the environment, the satisfaction or non-satisfaction of a need, and the inner experiences that arise. The following general directions of the development of emotions and feelings can be pointed out:

- the formation of an emotional state depending on the change in the child's life situation;
- paralysis of higher emotions based on emotions;
- the formation of emotions and feelings as a new structure among personal structures.

The ontogenesis of emotions and feelings has its own specific laws:

1. At first, during ontogenesis, emotions that represent simple experiences appear. These experiences arise depending on the satisfaction of natural needs (if they are satisfied, positive emotions arise, if they are not satisfied, negative emotions arise). Such emotions also exist in animals. However, the simplest emotions in a child should be distinguished from the simplest emotions in animals. For a child from the age of two, reactions expressing joy, happiness,

generally positive emotions are considered to be informative (giving a lot of information). In one of the experiments, children aged two to nine were asked to identify different facial reactions (reactions expressing surprise, anger, fear, joy, etc.) from photographs and then show them. The experiment showed that children were the first to show facial expressions of happiness. So, at first, the ability to recognize and express facial reactions expressing positive emotions, among other reactions, is formed. Undoubtedly, positive emotions have a positive effect on the mental and physical development of a preschool child. However, as V. A. Sukhomlinsky noted, if a child achieves happiness without hard work and mental strength, sooner or later his heart may turn into a piece of "ice". Coldness may appear in it.

2. The development of emotions occurs through their differentiation and enrichment of experiences. As an example of experiences with positive emotional or negative emotional colors, one can cite experiences that a child goes through due to the satisfaction or non-satisfaction of his needs. In a preschool child, negative experiences can be manifested in the form of fear, anger, disgust, positive experiences can be expressed in the form of joy, closeness to parents.
3. The development of children's emotions occurs as a generalization of emotions directed at a specific object. In the formed system of emotions and feelings, emotions are embodied as a manifestation of the feeling experienced. In preschool children, the system of emotions and feelings is already forming. Therefore, their emotions are not the manifestation of the feelings they are experiencing, but the material that should be generalized for the formation of higher feelings.
4. During the development of the emotional sphere of preschool children, the subject attitude is separated from the object that evokes emotional experiences. The younger the child, the closer the description of the object and the description of his subjective experiences are for him. For a sick three-year-old boy, the nurse who gave him an injection is "bad". In this case, the child transfers the negative description (characteristics) of his emotional state to the person who caused this state to occur.
5. In preschool age, the meaningful aspects of the dynamics of emotions and feelings develop. The development of the content side is characterized by the expansion and deepening of the child's knowledge about the world around him, the increase in the number of objects and events with which the child has a stable (always the same) relationship. (due to this, emotions and feelings develop meaningfully). The development of the dynamic side is required by the formation of the child's ability to control and manage his emotions. The meaningful aspect (aspect) of emotions and feelings is related to the objects and causes of emotional experiences. The dynamic aspect is characterized by the depth, duration and frequency of emotional experiences. The development of emotions and feelings is related to other mental processes, especially the development of speech. With the help of speech, the child understands and manages his feelings and emotions. Through speech, children not only express their need for something, but also express their experiences in a certain way.

The development of a child's emotions is related to certain social situations. A child's understanding of the situation, experiencing the situation and changes in it creates a certain emotional state. A change in the child's lifestyle and daily schedule can cause disruption of the usual situations for the child. This sometimes creates stress. According to A.I. Mishkis and L.G. Golubeva, it takes two months for children to adapt to new conditions. Disruption of the usual situation can cause affective reactions as well as fear.

Affect (a short-term, intense negative emotional reaction) can also be the result of impaired control function of the cerebral cortex. Change in children can overcome inhibition. Opposite (negative)

emotions may appear due to the child's inability to restrain the enthusiastic expression of positive emotions. For example, exuberant joy often ends with crying and tears.

Development of higher senses in preschool children.

The role of emotions in the time structure of a preschool child's activity gradually changes: in the early stages, experiences appear as an emotional assessment of the achieved result, in the later stages, they appear in the form of emotional perception before performing actions. L.Z. Neverovich, In the experiment conducted 4-6 year old children had to pick 19 circles in a certain sequence and make pyramids. Children performed the task well not only when the importance of the task was explained to them (when it was explained that the pyramid is needed for playing the game), but also when an emotional perception of the situation was formed in advance. The experimenter shows the children pictures to create a pre-emotional perception of the situation. The first picture depicts crying children sitting in front of the spreading circles, and the second one shows children happily playing with the pyramids. Discussing the pictures with the children creates emotionally colored images about the consequences of completing or not completing the given task. This encourages children to complete the given task to the end.

As written by A. V. Zaporozhes, as the child develops, affective and cognitive processes interact 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 R. M. Yakobson has shown, the role of emotion as a motive for the child's actions changes during the preschool period. Before the age of three, a child's actions are based on the understanding of what is unpleasant and what is pleasant. At the age of three or four, anger, fear, and sadness in a child immediately prompts him to act.

He fights with another child, grabs a toy, or shows pity for someone. A 4-5-year-old child can refrain from directly expressing his emotions in his actions or act based on his higher emotions. Emotions and feelings play a management function and help to restructure the child's behavior. Emotional experiences support, guide or inhibit behavior.

If the effects and demands of adults aimed at changing the child's behavior are emotionally accepted by the child, they serve as a stimulus for the child's actions and evoke an emotional response. Feelings develop gradually. First, children understand the direct meaning of events, and then their general meaning. Children evaluate objects and events that evoke aesthetic experiences, objects and tools that evoke aesthetic experiences, and objects and events that create intellectual experiences with a general rating of "good". In other words, what is good for a child in this period is something that is beautiful, that is kind, that is interesting. Just one object evokes experiences that combine aesthetic and moral feelings. Later, after the formation of the ability to analyze and evaluate based on special moral and aesthetic criteria, syncretic (joined and united) emotions are differentiated (separated) into aesthetic, moral intellectual emotions.

Higher emotions begin to form from two to three years of age. Higher emotions include intellectual, aesthetic and moral emotions. Emotions that arise in the process of cognitive activity are called intellectual emotions. These include curiosity, wonder, enjoyment of novelty, and a sense of cheerfulness. The feeling of cheerfulness is manifested in preschool children in the process of learning about reality.

Developmental factors of preschool children's emotions.

Preschool children experience certain experiences depending on the demands of social life, that is, whether they fulfill or not fulfill moral standards. The first manifestation of the sense of duty occurs at the age of four or five. Because in this period, based on existing knowledge, skills and abilities,

moral consciousness begins to form in the child. Because during this period, children begin to understand the requirements of adults and apply them to their own behavior and the behavior of others. Ethical experiences such as pride and shame also appear in preschool children. For the emergence of a sense of pride, the imagination formed in the child's mind about the relationship between concrete qualities and the positive evaluation of others around them serves as an internal basis. For example, four-five-year-old children can dance beautifully together with the quantitative indicators achieved in various types of activities; fast running; moral qualities (endurance, attention); parents are proud of. By the end of the preschool period, higher emotions increasingly become the motives of the child's behavior. Through emotions, children begin to control their desires and behavior in accordance with the aesthetic and moral requirements established in society.

M. L. Lisman'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 preschool education institutions. As a result, educators have little emotional communication with each child.

According to M.M. Koltsova, the unhealthy environment in the family is immediately reflected in the children's drawings. Malfunctioning relationships in the family sometimes lead to one-sided affective dependence (mostly dependence on the mother). In this case, the child's need to communicate with peers decreases, the child's behavior becomes overly dependent on adults, and he may even feel strong negative experiences (for example, jealousy of the person he is attached to). According to the researches of M.M. Koltsova and V.S. Mukhina, the manifestation of jealousy in a child towards parents is connected with the birth of a new child in the family.

Emotions develop intensively in play, the leading type of activity during preschool age. The game is not only a leading, but also a diverse activity for preschool children. Emotions are related to the socio-psychological situation in which the child's activity takes place. Emotional 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). Positive experiences (sthenic experiences) are formed if the child has the opportunity to satisfy his needs. However, if the child does not have the opportunity to meet his needs in the situation, negative (asthenic) emotional experiences appear. In general, children have an optimistic attitude to life situations, they are characterized by a cheerful, life-satisfied mood.

Taking into account the laws of development of emotions in ontogenesis, as well as conditions and age characteristics, allows children to form psychological preparation for school. One of the main components of psychological preparation for school is emotional preparation. This preparation requires not only to welcome the start of school education with joy, but also to develop higher emotions and emotional characteristics of the child's personality.

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