

## **Strengthening Mental and Emotional Development in Children of Preschool Age**

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### **Abstract**

This article presents the main concepts and several recommendations aimed at strengthening mental development and emotional and emotional development in school-age children.

**Keywords:** preschool age, child's emotional development, emotion, mental emotion, higher feelings, child's mental development, mental education, emotiogen.

The results of pedagogical and psychological studies show that preschool childhood is the optimal period in the mental development of a person. A number of psychological studies have shown that the level of mental development of preschool children is very high compared to later age periods. Any defects in upbringing in preschool childhood, in fact, are difficult to eliminate in adulthood and negatively affect the entire further development of the child. Local psychologists have noted that the most effective mental development occurs under the influence of education and education (L.S.Vygotsky, A.V.Zaporozhets, N.N.Poddyakov, D.B.Elkonin). The complete mental development of a preschool child is the most important indicator of its preparation for school.

Reason is the sum of cognitive processes that, in a broad sense, begin with perception and perception and include thinking and life. Mental education is the systematic and purposeful pedagogical influence on young people in order to develop intelligence. It occurs as a planned process of acquiring the socio-historical experience of the younger generation, which is expressed in the knowledge, skills and skills accumulated by mankind, in the rules. This effect is carried out by adults and involves the creation of a variety of tools, methods, conditions that ensure the mental development of children. It is manifested in the mind of a person, his mental development, the volume, character and content of knowledge. They find their expression in the enthusiasm of mental activity, in the pursuit of independent creative knowledge. Mental activity requires that attention be focused on each specific goal. The mind of a person is determined by the nature of his success in his main activities

The mental development of preschool children is carried out initially as a result of circulation, activities carried out with things, and then in the process of Educational Labor, effective activities (drawing, clay). The current pedagogical science is the main indicators of mental development, mastering the system of knowledge, saving them, developing creative thinking and occupying the methods of cognitive activity necessary to generate new knowledge.

It is difficult to imagine the mental upbringing and development of a child in a way that is free from the existing lifestyle, his emotions and all other features that create his mental image. In

preschool children, it is necessary to carry out mental growth in a simplified way, giving as much and most importantly correct knowledge of being without tension as possible, developing general methods of cognitive activity (analysis, comparison, ability to generalize), developing speech and giving daily new knowledge in moderation.

Thus, the mental, including mental, development of a child acts as a process with a clear historical and social character, all its main stages are determined by the peculiarities of the transmission of social experience. The means of mental education of preschool children are significantly expanding. The teacher organizes various children's games, conducts observations, teaches counting, drawing, modeling, speech in the classroom. In the process of domestic activities, adults teach children to use various things, to work. Parents and teachers constantly put practical, game and cognitive tasks in front of the child, the solution of which leads to the formation of knowledge and skills, cognitive processes and abilities, the development of various types of activities, motives of cognitive activity, further improvement. speech, etc. The basis of the child's mental development is his active activity. But this activity itself is formed, formed under the influence of education and upbringing. Thus, adults, educators are faced with two tasks: in the implementation of mental education, directing their efforts to the formation of various types of activities that exist in children of a certain age, and using them for the purpose of mental education of the child. At an early age, communication and play are formed on the basis of objective activity, and the beginning of Labor appears. Their further development occurs in preschool childhood.

Along with mental development, emotional and emotional development also plays an important role in preschool children. By the end of the preschool age period, higher emotions increasingly become the motives of child behavior. Through the means of emotions, children begin to control their desires, behavior of desire in accordance with the aesthetic, moral requirements that are dying in society. The development of emotionality and emotionality in preschool children is associated with a number of conditions.

M.I.Lisman's research shows that emotions and emotions are formed in the process of a child's communication with adults and peers. Poor emotional development in children raised outside the family from the first years of their life whole lives. can be preserved during. This is because preschools have many children per person. The result is that caregivers have little emotional contact with each child.

M.M.According to Koltsova, the unhealthy atmosphere in the family is immediately reflected in the drawings of the child. Misbehavior in a family sometimes results in one-sided affective attachment (often maternal attachment). In this, the child's need to communicate with peers is weakened, the child's behavior becomes dependent on an over-adult, the child may even feel strong negative experiences (for example, jealousy towards a person to whom he is attached).

M.M.Koltsova and V.S.Mukhina's research shows that the manifestation of jealousy towards the parents in a child will be associated with the birth of a new child in the family. Emotions and emotions develop very intensively in the game —the type of activity that is leading in the preschool age. The game is not only a leader for preschool children, but also a kind of activity rich in a variety of experiences . Emotions and emotions are associated with the social psychological situation in which the child's activities take place. Emotiogenic situations, that is, those that evoke a strong nightlife, are characterized by novelty, unusualness. The child experiences much more emotions than adults. This is due to the fact that the child's life experience is still scarce, so much seems strange and new to him. According to the situation, the child's feelings and emotions can be both positive (love, joy) and negative (anger, hatred). Positive experiences (stenic experiences) are formed if the child is able to meet their needs. When the child does not have the opportunity to satisfy his needs in the situation that has arisen, negative (asthenic) emotional experiences appear. In general, children are optimistic about life situations, they are characterized by a trigger, a mood of satisfaction with life. Emotion and emotionality taking into account the laws of development in ontogenesis, as well as the conditions and age characteristics, makes it possible to form psychological readiness for school

in children. One of the main components of psychological training for school is emotional training. This preparation presupposes not only a happy welcome to start education at school, but at the same time a much more developed higher feeling, the emotional characteristics of the child's personality will be formed.

The conclusion can be said that throughout the history of the development of the theory and practice of mental education of preschool children, the main efforts of psychologists are aimed at studying the problem of perception and forming the conceptual thinking of preschool children. The mental education and development of the child was considered as a process of gradual introduction of the main forms of thinking - from emotional-practical to abstract-conceptual. At the same time, mental development acted not only as a process of mastering the knowledge and methods of mental activity of the child, but also as the formation of certain personality traits. The social environment, communication and activities with adults and peers, as well as the organization of systematic training in the classroom are recognized as the source of the development of the preschool child. The main feature of the mental development of a preschool child is the predominance of figurative forms of cognition: perception, figurative thinking, a process associated with the development and strengthening of imagination.

In the emotional and emotional development of a preschool child and its strengthening-children are optimistic about life situations, they are given a trigger, a mood of satisfaction with life. Emotion and emotionality taking into account the laws of development in ontogenesis, as well as the conditions and age characteristics, makes it possible to form psychological readiness for school in children. One of the main components of psychological training for school is emotional training. This preparation presupposes not only a happy welcome to start education at school, but also the fact that higher emotions are much more developed, the emotional characteristics of the child's personality will be formed.

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