

**PSYCHOLOGICAL DEVELOPMENT OF CHILDREN OF PRE-SCHOOL AGE**

**Ziyaeva Umida Turakhodzhayevna**

Teacher of the "Pedagogy and Psychology of Preschool Education" department of Nizomi State University

**Abstract:** One of the strong needs inherent in the character of a child of kindergarten age is his desire to see everything as new and to learn about it in every possible way. Curiosity plays a big role in the lives of kindergarten-aged children and in their mental development. Interest, like need, is one of the factors that motivates a child to do something. Therefore, interest can be called a complex mental phenomenon associated with the cognitive process.

**Key words:** intuition, perception, attention, memory, imagination, thinking, speech, imagination, feeling, will.

**Annotatsiya:** Maktabgacha yoshidagi bola tabiatiga xos bo'lgan kuchli ehtiyojlardan yana biri, uning har narsani yangilik sifatida ko'rib, uni har tomonlama bilib olishga intilishidir. Bog'cha yoshidagi bolalar hayotida va ularning psixik jihatidan o'sishida qiziqishning roli kattadir. Qiziqish xuddi ehtiyoj kabi, bolaning biror faoliyatga undovchi omillardan biridir. Shuning uchun ham qiziqishni bilish jarayoni bilan bog'liq bo'lgan murakkab psixik hodisa desa bo'ladi.

**Tayanch so'zlar:** sezgi, idroq, diqqat, xotira, tasavvur, tafakkur, nutq, hayol, hissiyot, iroda

**Аннотация:** Одной из сильных потребностей, присущих характеру ребенка детского сада, является его стремление видеть все как новое и всемерно этому познавать. Любопытство играет большую роль в жизни детей детского сада и в их умственном развитии. Интерес, как и потребность, является одним из факторов, побуждающих ребенка к чему-либо. Поэтому интерес можно назвать сложным психическим явлением, связанным с познавательным процессом.

**Ключевые слова:** интуиция, восприятие, внимание, память, воображение, мышление, речь, воображение, чувство, воля.

In children of kindergarten age, the development of intuition, perception, attention, memory, imagination, thinking, speech, imagination, emotions and will is accelerated. A child cannot distinguish colors well. It is necessary to give him toys that help him to know the difference of colors, give him colored clothes, colorful necklaces, boxes and similar toys. Kindergarten children's perception of different things is based on their obvious signs (color and shape), but they cannot analyze them deeply. Children of kindergarten age will have the ability to analytically perceive pictures with the help of adults.

When children perceive pictures, adults should teach them to analyze them with various questions. In this, mainly children's attention:

1. To correctly perceive the content (plot) of the picture;
2. To correctly perceive the position of each depicted object in the general view of the photo;
3. It is necessary to focus on the correct perception of the relationship between the depicted objects. Attention is a constant companion of any activity. Therefore, the importance of attention in human life is extremely high.

Kindergarten children's attention is mostly involuntary. Play is very important for the development of voluntary attention in children of kindergarten age. During the game, children focus on one place and advance certain goals with their own initiative. The memory of a child of this age improves on the basis of new activities and new demands of the child. Kindergarten children involuntarily remember things that are important to them, that make a strong impression

on them, and that interest them. The thinking of children of kindergarten age and its development has its own characteristics.

A child's thinking begins to develop very quickly during the kindergarten age. The reason for this is, firstly, the relative increase in life experience of children of Kindergarten age, secondly, children's speech is well developed during this period, and thirdly, children of Kindergarten age have the opportunity to make free and independent actions. The emergence of questions about all areas in children of kindergarten age indicates that their thinking is active. If the child cannot find an answer to his question or adults do not pay attention to his question, his curiosity begins to fade. Usually, any thought process arises due to being surprised by something, wondering, and as a result, various questions arise. Many parents and some educators say, "don't be too polite" and "where did you learn such things" if the children ask more questions. As a result, the child reads and tries to understand as best he can. Some shy children do not ask any questions. Adults themselves should ask questions to such children during various trainings and trips and thus activate them.

Any thinking usually starts with comparing, analyzing and synthesizing something. That is why we call this comparison, analysis and synthesis the process of thinking. Travels help to activate and develop the thinking process in children.

According to the formation of the personality of children of kindergarten age, this period can be divided into three stages: - the first period - it is between the ages of 3-4 and is related to the strengthening of the child's emotional self-control; - the second period is 4-5 years of moral self-management; - the third period is characterized by the formation of personal work and entrepreneurial character.

In the preschool period, moral concepts become more and more strict. As a source of moral concepts, they can have adults involved in their education, as well as peers. Moral experiences are passed and strengthened mainly in the process of communication, observation, imitation, as well as under the influence of praise and criticism of adults, especially mothers. The child always tries to get grades, especially praise. These evaluations and praises are very important in the development of the child's efforts to achieve success, as well as in his personal life and career choice.

#### **References:**

1. Зияева, У. Т., Латипова, Л. С., & Турсункулова, Д. А. (2024). СОЦИАЛЬНАЯ КОМПЕТЕНТНОСТЬ РЕБЕНКА-ДОШКОЛЬНИКА. INTERNATIONAL SCIENTIFIC RESEARCH OF PROBLEMS OF SCIENCE AND EDUCATION., 1(5), 5-12.
2. Umida, Z. (2024). FORMING CREATIVE THINKING OF FUTURE EDUCATORS. PEDAGOGICAL SCIENCES AND TEACHING METHODS, 4(38), 97-103.
3. Зияева, У. (2019). The Role of the Teacher in Learning English. Молодой ученый, (6), 214-216.
4. Zhuraeva, N. T. (2021). MATHS KEY OF MIND AND INTELLIGENCE (Methodology for the formation of elementary mathematical representations of children in preschool institutions). Экономика и социум, (1-1), 316-319.
5. Tairovna, Z. N. (2022). The Role of Didactic Tools in the Mathematical Development of Children. Spanish Journal of Society and Sustainability, 3, 39-40.
6. Jurayeva, N. T. (2022, November). Methods of implementation and mechanisms of implementation of the norms of international law. In INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE" THE TIME OF SCIENTIFIC PROGRESS" (Vol. 1, No. 3, pp. 113-120).
7. Juraeva, N. T. (2022). Organization of the educational process in preschool educational organizations. Results of National Scientific Research International Journal, 1(6), 244-251.

8. Жураева, Н. Т. (2022). ТЕХНОЛОГИЯ РАЗВИТИЯ НАВЫКОВ ЛОГИЧЕСКОГО МЫШЛЕНИЯ ПРИ ПОДГОТОВКЕ СТАРШИХ ДОШКОЛЬНИКОВ К ШКОЛЕ. *International Academic Research Journal Impact Factor 7.4*, 1(6), 232-239.
9. Махмудова, Д. М. (2023). ОСОБЕННОСТИ ОБУЧЕНИЯ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА. *International journal of scientific researchers (IJSR) INDEXING*, 3(2).
10. Mirkarimovna, M. D. (2023). МАКТАБГАЧА YOSHDAGI BOLALARNI IJTIMOY MUHIT TA'SIRIDA TARBIYALASH. *International journal of scientific researchers (IJSR) INDEXING*, 3(2).