

## The development of the children's psyche in early childhood and a psychological approach to raising children

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**Annotation:** This article reveals the factors of development in early childhood, the achievements in the child's psyche, the development of intuition, memory, speech, thinking, perception, and the crises that occur during this period

**Keywords:** Early childhood, family, parents, psychology, psyche, development of memory, development of perception, development of thinking, development of speech, subjects.

Children are the successors of our family. In early childhood, the development of the children's psyche and the psychological approach to raising children are in most cases the responsibility of parents. In order for proper upbringing to be carried out in the family, it is first necessary that the future spouses, that is, Fathers, choose a suitable mother for their child, and mothers choose a suitable father for their children. Our Prophet (PBUH)a.C) insisted that a person who has children should know how to choose. The right choice of a person who has children, both a man and a woman, is the first right of a child. The period of early childhood (1-3 years) begins when the child is born and successfully passes into infancy and infancy. During this period, the body turn is equal to 12-12.5, the length of the neck increases by 85 cm, the weight of the brain increases by 1050 - 1100 gr. The development of the child's psyche in early childhood depends on several factors. The greatest achievement in the development of the child during this period is walking. The child's mental development is influenced by learning to walk correctly. As a result of getting used to walking, the child becomes much more independent. During this period, the child will learn to wash, climb a chair, jump (with difficulty), overcome obstacles. Communication of children with adults considered a prerequisite in the development of subject activity, which is the leading type of activity during this period. In addition to being a trait acquired in physical development, the ability to act also leads to psychological results.

**The leading type of activity of children of early age** - the study of subjects is a manipulative action with subjects. Thanks to the ability to move, the child enters a period of independent and free communication with the outside world. The child goes to act with different district pridmet. During this period, it is important that the child's mental growth assimilates words that help him to understand the concepts of space and zaman. As a result of knowing the names of the various spatial signs that exist between the subjects (for example, a large space, a narrow space) and various spatial relationships (right, left, back, in a row), children learn to distinguish these relationships between pridmetes. But the child will not yet be able to comprehensively monitor objects and phenomena, distinguish its main, important aspects and correlate certain elements. When growing observation in a child, walks and excursions are important. In this, children, under the guidance of adults, learn to identify important and interesting things that are new to them in the surrounding subject and phenomena. In early childhood, mental sensations begin to form. In this case, the role of an adult is large. If they teach the child to reckon with other people, for example, "do not make noise dad can sleep", "take grandfather's shoes", they will help the child find content in mental sensations.<sup>1</sup>

During this period, children up to kindergarten cannot organize their perception on the basis of the set task, this kind of perception in them will be very short-lived. They make especially many

<sup>1</sup> S.X.Jalilova". Taraqqiot psixologiyasini differensial psixologiya Toshkent "innovatsiya-Ziyo" 2020 –yil (93) bet.

mistakes in the perception of pridmets standing far from themselves. In a child, perception gradually becomes independent and relies on a certain goal, observation goes to development. A child can look at what he is interested in for a long time and observe it, ask something about that pridmet. Looking at the pictures, caring for plants and animals very well affects the growth of perception. In this way, the perception is still drastically different from the perception of older people, although much more developed. First, due to the lack of life experience in children, their perception also acquires an incomprehensible character. This is the first time they come across many things. Therefore, many things that children perceive will give them novelty, that is, the power of the initial taasurot. Secondly, children's perception often acquires a volitional character, which means that the pursuit of a certain goal in their perception is not yet felt. Therefore, their perception involuntarily migrates from one thing to another. But since children of this age have a strong sense of emotion, they idolize something that interests them, surprises them, evokes emotional experiences. Another differentiating aspect of perception is that children at this age cannot generalize what they perceive. Perceives things in the environment as they are. This feature is clearly visible in their perception of images. For example, when a two and a half year old boy is shown a picture with a horse's head, he is surprised and asks where the horse itself is. In the improvement of children's perception, the word is of great importance. The word has a generalized character in essence, which makes it possible to summarize things. With the help of the word, the child begins to simply divide similar things into groups.

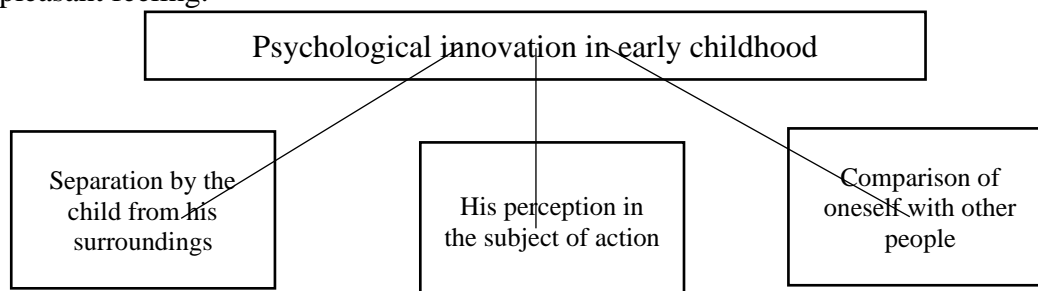
In children of the early chailhood period, we still see thought operas of thought, that is, Analysis, generalization. They analyze their toys in their hands or what has fallen into their hands by making practical turns, stocking and breaking. But it is not yet capable of synthesis. By the end of this age, the role of speech in the growth of thinking increases greatly. Having learned new words as much as possible, the child will be able to widely use them in his thinking. This contributes to the growth of thought operas. The child begins to see the first signs of analysis and synthesis, abstraction and generalization by means of words. Another important stage in the growth of thinking is that by the end of the early childhood age, the child will be able to learn certain concepts and master the most important signs of these concepts. The boy, who remains to be three years old, knows very well that all older people are going to work early. If a child of this age is told that “dad is no longer going to work early,” he will be surprised. Because the fact that dad, who is a big man, does not go to work, does not correspond to his understanding. In his understanding, all large people should go to work early. So no one even thought, “dad is an adult?” dab will answer. Using the concepts of points, they begin to learn to draw simple conclusions. They will be able to use several judgments to draw simple conclusions, such as large, small, high, low, many, little, which will create the basis for the further development of thinking.<sup>2</sup>

In children of the early chailhood period, imagination, which is one of the complex psychic processes, begins to develop only a little. But this is mostly an involuntary fantasy. They cannot yet fantasize voluntarily on the basis of a certain goal. It is during this period that children begin to call their name at the end of the age of two that the word “I am” is exchanged. The “I am” system is the central structure that arose towards the end of the early childhood period. The child begins to distinguish himself from other people and independently realizes his “I”, that is, elementary forms of self - awareness arise. The child tries to do everything without the help of cages. The concept of “I myself ” begins to prevail. In this way, difficulties arise in the interaction between the adult and the child. The child becomes capricious, stubborn. Therefore this period referred to the crisis period dab. This is the Age Crisis-3 years. The child is content with the desire to independently satisfy his extremes, while adults limit the actuality of the child and keep the relationship to them the old type. A child with Normal development resists this attitude. He is capricious and does the opposite of adult

<sup>2</sup> Z.Nishonova, G.Alimova,N.Asronboueva,A.Turg'unboyeva. Bolalar psixologiyasi va psixodiagnostikasi. Toshkent “Innovatsia-Ziyo” 2019- yil. (59)-bet

demands. But the child does not treat everyone like this: he does only in relation to some people. If adults mentally stimulate the independence of children, overcome difficulties in relationships.

The crisis of three ages is a fleeting situation, associated with the emergence of a number of new structures, that is, the separation of oneself from those around one, the comparison of oneself with others. And these are an important step in the development of the child's psyche. The desire to look like an adult can be realized in Game science. Therefore, at the age of three, the crisis is resolved with the transition of the child to play activities. In the early balalaic period, the child becomes very emotional. However, his emotions are not stable. Can alternate with laughter, bitterness, cry. After the assembly, joy appears. But if a предмет is shown that the child likes, he can easily get rid of the unpleasant feeling.<sup>3</sup>



In conclusion, it should be noted that during the early childhood, significant changes in children's psychology occur, memory, perception, thinking, speech and judges develop rapidly, and psychological innovations also occur. During this period the child plays a big role in the proper development of parents.

The external structure of the Constitution describes its relationship with other sources of law, the totality of relations, its place and role in the legal system and its significance in the system of social and normative regulation in society.

The article presents the role of family, forming system of upbringing, traditional-educational system and traditions in Uzbekistan.

In an article consistently revealing the principles of the Bologna process for measuring the quality of education, the dynamics of internationalization and the logic of integration in European higher education and in Eurasia.

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<sup>3</sup> S.X.Jalilova". Taraqqiyot psixologiyasini differensial psixologiya Toshkent "innovatsiya-Ziyo" 2020 –yil (93) bet.