

LOCAL METHODS FOR DETECTING AND PREVENTING NERVE DAMAGE IN PRESCHOOL CHILDREN

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Annotation. In the socialization of preschool children, it is very important that they are healthy from a physiological point of view. After all, physiologically healthy children have a positive attitude towards the environment, social subjects, and otherwise their attitude becomes negative. The positive or negative attitude of children to their natural and social environment is associated with nervous disorders that they experience. The article discusses these phenomena and international methods of their elimination.

Key concepts: age of preschool education, nervous disorder, definition of nervous disorder, prevention of nervous disorder, measures to prevent nervous disorder.

Its socialization is important in the development of personality. From a socio-philosophical point of view, it is said that socialization is a process that represents the acquisition of exemplary behavior, psychological mechanisms, social norms and values by a person. That is, "the process of mastering exemplary behavior, psychological mechanisms, social norms and values necessary for the successful development of society" [3, p. 173]. According to A.V. Mudrik, the socialization of a person is considered as "human development and self-transformation in the process of assimilation and acceptance of culture" [1, p. 7]. A.Sh. Sodikova, without denying that the improvement of psychological functions is important in the socialization of a person, draws attention to the fact that in the conditions of globalization, the assimilation of socio-ethical values, norms and rules of behavior, and the enrichment of the worldview take a leading place [3, p. 7-8].

A special place in the socialization of children of preschool age is occupied by preschool educational organizations, which are the initial and important stage of the system of continuing education. The process of socialization is directly based on the decision-making of a certain attitude to the environment in children of preschool age. As a result of external influences displayed by micro and macroenvironments, a positive or negative attitude towards the environment, social entities and social relations is formed in them.

The content of the positive attitude of educators to the environment and social subjects reflects: careful approach to nature and the environment, preservation of the benefits of nature, enrichment and care for reproduction; affection for the animal and plant world, an important part of nature, love and care about animals, birds and fish, understanding that plants are a "source of fresh air" and preserving them, ; respect for people around them, including parents, other family members, peers, caregivers and others, follow their instructions, act by receiving advice from them in difficult situations, seek help from adults in situations where it is impossible to independently solve the problem that has arisen in unfamiliar situations for oneself; tell parents, older family members or caregivers about the "childish problems" that afflict; during the games, it is possible not to part with peers as much as possible, to strive to be with them, to help children in need; to give up negative habits (crying, stubbornness, selfishness, bragging, manliness, disdain for peers, disdain for them, etc.), treat the team with respect.

While the reported cases indicate that preschool children are effectively prepared for social life, the occurrence of negative behavior by them indicates the opposite. In the negative attitudes of educators towards nature, environment and social entities, it is precisely the following that is reflected: harm to nature and the environment, waste nature's favors; cruel treatment of animals and plants, abuse them, plant growth, destruction of sprouts; not respecting, not loving, doing as much as he knows what he does not have the opportunity and mental potential, and not relying on the help of

adults in this, not being affected by such arbitrary bad consequences; not being affected by the mental experiences of those around him, indifference to the tribulations that have fallen on people, but rather cartoons and; striving to stand out from peers as much as possible during games, not liking to be united with them, not helping children in need of help; possession of negative habits (crying, stubbornness, selfishness, bragging, manliness, disdain for peers, disdain for them, etc.).

Studying available resources, with parents and caregivers

the organization of series interviews, monitoring the activities of Educators confirmed that their accessibility, sociability, openness, sincerity, persuasiveness, compassionate, kind, humble, active, generous, sociable, resilient, attentive and sociable serve to ensure an effective course of the socialization process.

The fact that children of preschool age have a negative attitude towards nature, the environment, social subjects is associated in many cases with nervous disorders that are experienced in them.

The main signs of nervous disorders are: impulsive (quick) actions; inability to sit still in one place; not ending the game you started; not listening to someone (especially parents); stubbornness; decreased attention, lack of sleep; interference in the work of those around you, games of other children, interfering with them; frequent quarrels, tormenting their brothers or completely indifferent to them; forgetting personal things in kindergarten or elsewhere; hurrying answers to questions asked; quick sadness, crying; enuresis (replacing or wetting; chronic pain in the head; rapid distraction of thought; sergaplik.

From a medical point of view, when nerve disorders are observed in an individual, sedatives (Phytosedan, Persen, tenoten, Deprim, Afobazole, Gerbion, Novopassit, phenibut, pantogam, glycine) are taken in many cases, however, the use of sedatives due to the young nature of children can negatively affect the further development of their organism. Therefore, it is advisable to use various medicinal herbs in this place. During the period of experimental work, respondents-caregivers and parents-caregivers were given information about the methods of eliminating various nerve disorders observed in caregivers. The action was organized in the form of preparing a booklet and demonstrating it among the respondents. The following information was reflected in the booklet: 1 glass of boiling water is poured over the spring young leaves of 50 g of crushed Birch, infused for 5-6 hours, and the leaves are squeezed and strained, drunk from 1/4 glass 30 minutes before meals 3 times a day; a decoction of Barberry (barbaris) bark and root soothes the central nervous system, for this it is advisable to pour 1 glass of boiling water into 30 g of raw materials and heat over low heat for 15 minutes, it is useful to consume 0.5 tablespoons 3 times a day; putting 0.5 cups of red beet juice in a cool place for 3 hours, adding the same; when the child is afraid, it is advisable to burn the boznoch (Bessmertnik) plant; mint tincture soothes the nerves, 0.5 tablespoons of mint should be infused for 40 minutes in 0.5 cups of boiling water to prepare the tincture, then 0.5 cups of warm tincture should be drunk slowly, SIPs; in nervous disorders, take 250 g of sugar and the same amount of honey mixed in a glass container and consumed 2 times; In 300 g of water, a nut Leaf is boiled, with which a patient with a nervous disorder is cured if washed or applied to his body; when the water of the beet root is dripped into the nose by mixing it with honey, heals the head and nerve disease; eating ginger helps to keep the nerve strong; eating a fresh vine variety is a cure for

So, when socializing preschool children, it is important that they do not have nerve disorders. After all, a nervous breakdown leads to the manifestation of negative habits in their behavior. There are folk ways to detect and prevent nerve damage in children. Their targeted use ensures effective socialization of children.

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