

EMOTIONAL EDUCATION OF PRESCHOOL CHILDREN

Dilfuza Ergashevna Yulchiboyeva
Kokand State Pedagogical Institute
Lecturer at the Department of Applied Psychology

ABSTRACT

In this article, it was explained what methods should be used by parents in emotional education, emotional education and moral education of preschool children in the family.

Keywords: emotion, emotional saturation, parents, education, behavior, labor, emotion, fear, anxiety.

Emotional education of a child is undoubtedly a special right of the family. It should be taken into account that emotions play a special role in a child's life. They "decorate and paint" their feelings, perceptions, imaginations, and thoughts. They show the child's attitude towards the environment and himself. At preschool age, the child develops emotional control of his behavior. Children up to the age of 3 learn the consequences of their actions through the assessment given by their parents: they are praised or punished for what they have done. Then the mechanism of emotional precognition of a situation or thought develops. The mechanism of emotional precognition of a situation or thought is the result of a child's behavior, imagining whether something is good or bad before doing it. If the work that the child wants to do does not correspond to the accepted norms, it means that it is poorly evaluated by adults, in such a situation, a state of emotional anxiety appears in the child, which can stop the inappropriate action.

Self-esteem, pride, living conditions and upbringing in the family play an important role in the development of a positive "I" image in children. It is the duty of the family to form a sense of self-respect in the child, to strengthen a good opinion about himself. This can only be achieved by families that allow the child to participate in various activities, help him to "grow" in this process, see and feel his own achievements, and show that parents are not indifferent to their child's achievements. The sense of self-respect that arises when a task is performed well encourages the child to achieve new "achievements". The child should be involved in common family activities: setting the table together and decorating it, baking cookies, watering flowers and crops, etc. A small child has a great need for this type of activity, "Hey (daddy, grandma), can I help you ?" such a question is constantly asked. It is very important for the child to feel like a full participant in activities performed together with adults. It is a big mistake to include the child in this activity just so as not to upset the parents, unfortunately, such a situation often occurs in the process of family upbringing. Parents, thinking that their children are too young to do serious useful work, resort to various "tricks" as if they are ordering real useful work. For example, when a mother is baking bread, she gives the child a piece of dough "for play" and it is thrown away as a result. Instead, teach the child to roll out a small piece of dough, put a spoonful of mincemeat in the middle, close the edges, put it in the oven, bake a small bread or somsa and treat his parents with the food he has cooked. will be appropriate.

Household chores for children of preschool age may be different in a family setting (compared to a preschool educational institution). Parents can engage their children in easy- to-do household chores. Children enthusiastically take care of pets, harvest crops, learn to knit, sew, organize their own clothes and household items, prepare food, keep their surroundings clean, and more. The important thing is that the child understands from an early age that he is working for others , that he is doing something

nice for his close and dear people. The features of motivating young children to work in the family consist of the above cases. From the age of 3-4, children must have tasks that are constantly performed that are appreciated by other family members: keeping their toys in order, watering indoor plants, helping to set the table, etc. At the age of 5-6, children's responsibilities expand: they can sort their clothes, shoes, and take their places. In addition, the whole family can monitor the remaining amount of soap and toothpaste used, participate in the cooking process, and sprinkle grains in special dishes for pets, birds, etc. All this, on the one hand, is a real basis for strengthening the sense of self-respect and pride, and on the other hand, it is the first "pillar" (brick) for the formation of hard work.

The further development process of this moral character depends on the work environment in the family, work traditions in it. According to the scientists, the formation of labor activity of the child in preschool age, the emergence of love and interest in work is destroyed by the lack of skills of parents to create an emotional and positive mood for the child to fulfill tasks and obligations. In addition, supporting his actions, controlling and helping him in time, not mentioning the beneficial aspect of his work will also have negative consequences. Impatience, parents' negative reaction to the slowness of their children, the lack of well-developed work skills conditioned by age-related psychological characteristics have a negative effect. Without taking into account the child's capabilities, the overloading of household tasks and work obligations has a negative impact on the child's development. When a child is ordered to perform heavy tasks, they usually use work tools used by adults (hoe, ax, scythe, pickaxe, bucket), they are offered to sit for long periods of time in a homogeneous group and work that impairs vision (example for cleaning mosh and rice, threading thread for adults to sew clothes). And finally, parents should not argue in front of the child about who is doing and what is not doing in the family, avoid saying negative thoughts about their work, for example: "Tomorrow is Monday: I don't want to go to work!", "We just had lunch, what to think about cooking for the evening!" "Don't cook all the time!" Such words can be said as a result of a momentary mood disturbance, and a small child can take these words seriously and make wrong conclusions about the difficulties of work, the reluctance of loved ones and loved ones to work.

We often see parents praise their children's extraordinary abilities, but beat them to the ground in everyday life. Such a "methodology" of hitting the ground is widespread: reprimanding and passing judgments among people, giving a negative assessment of a person in connection with small flaws and mistakes in behavior (if he spills tea - "Besonakay, you have not adapted to anything", after the father if he can't repeat what he says quickly - "What a stupid boy you are! How do you want to study at school!"), suspecting the child as if he has done something "bad" and walking in constant suspicion, threats, intoxication, insults, laughing at him, etc. The bad thing about communicating with a child in this way is that he hears what the parents are saying and believes that he is really "stupid", "inconsiderate", "angry" - in a word, bad! So, close people may not try to be better if they are used to him being bad. Some children respond to such "measures" as follows: "You are stupid!", which in turn complicates a not-so-bad situation (tea spilling, toy breaking, not taking back a snap). As a result, an artificial barrier appears between parent and child, but it never occurs in families where both parties understand and respect each other. One of the main principles of such respect is to first try to understand the mood of the child, the motive of behavior, then to guide, give advice, and lastly, to punish.

It is impossible to artificially "exclude" a child from events that are important for the family, even if the child does not understand the true nature of this happy event.

For example, the mother successfully passed the winter session at the university, the brother won the first place in the winter skiing competition, the grandmother's book was published and so on. Such

events unite the family, strengthen relationships, and encourage the child to develop a sense of pride in his relatives. What should be done in such cases when important events for the family are sad and negative: illness or death of one of the relatives, loss of the father's job, divorce of the parents? Is it necessary to keep the child in a mold, to protect him from family problems, or to prepare him for the future life and make it possible to go through trials and difficulties?

According to modern research, the need for emotional satisfaction is innate and constantly develops. In its structure, there are positive and negative emotions that are distinguished by their functions, which are necessary for the child's full development. Only their exceeding the norm is harmful, and excessive intensity (speed) is dangerous. Therefore, if a sad event happens in the family, it is not necessary to hide it from the child. Otherwise, the older members of the family will have to keep calm and maintain their usual lifestyle. Imagine a family member is seriously ill or a grandmother has passed away, and the child sees the smiling face of the parents as always, listens to cheerful music playing at home, and jokes with friends. He sees his father standing. But from the part of conversations between adults, from certain characteristics of their behavior, he can sense that some kind of special, alarming situation is happening in the family. Later, he hears about the sad event at home, but the first buds of his emotional deafness (insensitivity) are filled by the indifference of the people closest to him to the sad event in the family.

And the consequences of emotional deafness are felt by the parents themselves, that is, when the grown child refuses to help his mother because he is reading an interesting book at the moment, instead of going to the pharmacy to get the necessary medicine for his father, he watches TV. If he prefers to eat, if he chooses to meet his beloved daughter instead of going to see his grandmother who is sick, and so on.

The child has the right to know what is happening in the family, and the task of the parents is to prepare him for various life situations without affecting his development. Therefore, it is appropriate for a preschool child to participate in funerals and other similar religious ceremonies and events of family life that affect the child's psyche (for example, visiting relatives in the hospital). The child should see that his loved ones are worried and sad because of a sad event in the family. The emotions and thoughts of older relatives are focused on these unusual events, this or that event, in turn, affects the family's usual way of life, and certain corrections are made. Undoubtedly, entertainment will be limited, the character of free time will change, the common activities of adults and children will take up a lot of space, as a result of which children will feel the unity at home, that they can always count on the help and support of adults. They understand. Taking into account the child's still immature psyche, adults refrain from expressing their grief strongly, do not tell their fears, sad expectations, but teach them to hope for a good ending, if this is not possible (if the grandmother's illness is incurable, the parents' decision to divorce - if accepted), they should help the child to understand that changes in his life cannot be avoided, but it is necessary and necessary to accept them and go through them. However, it is important to pay special attention to the feelings that the child has with the people close to him who has to be separated ("Your father loves you as before, you see him"; "Grandma loves you" loved him, you will have his pace, the books and toys he gave you, we will remember him a lot, we will visit him at the cemetery, we will decorate his resting place with flowers», etc.). It is appropriate to encourage the child to do some activity, so that he is distracted from sad events and thoughts. For example, before going to visit his sick grandmother, a child draws a picture for his grandmother, helps his teddy bear bake cookies, washes and wipes apples, puts apples in his teddy bear's bag - "so that the grandmother

does not get bored and misses her grandson." puts his favorite teddy bear. In this way, the child develops empathy, caring for a loved one, and the ability to enter his inner state.

The death of a loved one is a difficult test for all family members, but a preschooler does not understand that this is an irreversible process. That is why, when he is told that his grandmother is dead, when he is brought to his grandmother's grave, he usually asks the following question:

"When will grandma come back?" He thinks that the dead person is alive and will come back one day, so he should be remembered often not only on his birthday and memorial day, but also in everyday life. There are concepts such as "bright sadness", "bright sadness", which combines positive and negative emotional feelings in a general optimistic direction. A child may cry, be upset, adults should respect such a decision, but they should take care that such sadness does not drown the child, but instead turns into bright sadness. He is especially sensitive, when he hears a fairy tale, when he sees a child with a leg cast, when he finds a dead bat on the path in the forest, or when he sees a homeless dog, and similar situations. In the process of raising crying children, vigilance is required from parents.

Therefore, for the emotional development of the child, it is not important to maintain the same positive state, on the contrary, it is important that the state is constantly dynamism (excitement) and changes within a certain intensity. The child's brain feels the need for pressure, exercise, otherwise the child will experience emotional hunger, which in turn will make the child bored and moody. Children face life difficulties and problems, they become brave, strong-willed, and restrained, but all this when they are properly brought up, when they are properly understood by their parents, and when they are loved and supported. It happens only when it is felt that there is power of help from loved ones in the situation. It is necessary to prepare the child in advance for life situations that cause fear, anxiety, and sadness. For example, a visit to the dentist, father's long trip, mother's absence from home for a certain period of time due to surgery, etc.

A lot of things depend on habits in the moral education of a child from the first age, it is enough to feel the need to perform certain actions and behavioral relations. This action is not carried out under the influence of external demands or circumstances, but through the power of internal need, it becomes a habit of behavior.

REFERENCES

1. Izard, K.E. Psychology emotional [Text] / K.E. Izard. - SPb.: Vegas, 2009. - 724 p.
2. Izotova, E.I. Emotional sphere of the child: theory and practice [Text] / E.I. Izotova, E.V. Nikiforova. - M.: Academy, 2014. - 288 p.
3. Kaika, V.A. Podkhody issledovateley k izucheniyu emotsiy v otechestvennoy i zarubejnoj psichologii [Text] / V.A. Kaika // Molodoy uchenyy. - 2016. - #6. - S. 691-695.
4. Kalinina, R.A. Program razvitiya emotsionalnoy sfery doshkolnikov [Text] / R.A. Kalinina. - Pskov: PGU, 2005. -134 p.
5. Karelina, I.O. Problema ponimaniya emotsiy detmi doshkolnogo vozrasta [Text] / I.O. Karelina / Vestnik YaPGU. - 2012. - No. 4. - S. 240-247.
6. Karpova, G.Z. Mir chuvstv i emotsiy doshkolnika [Text] / G.Z. Karpova // Vospitatel DOU. - 2011. - No. 8. - P.119-121.
7. Kevorkova, K.I. Emotsionalnoe razvitie doshkolnikov [Text] / K.I. Kevorkova, Yu.V. Pistun, G.P. Kovacheva // Pedagogical master's degree. - M.: Buki-Vedi, 2015. - S. 82-85
8. Ma'mirjonovna, Omonova Sevara. "Theoretical and practical foundations of psychological services in education." Devotees of Education 13 (2022): 37-40.

9. Ergashevna, Yulchibayeva Dilfuza, Ibragimova Shakhnoza Gapparovna, and Ergashev Eminjon Aliyevich. "Psychological Correction Of The Emotional Sphere Of Children In Preschool Age." *Journal of Positive School Psychology* 6.11 (2022): 2004-2008.
10. Ergashevna, Yulchiboyeva Dilfuza. "PSYCHOLOGICAL ASPECTS OF THE MANIFESTATION OF EMOTIONAL STATES IN A PERSON." *Web of Scientist: International Journal of Scientific Research* 2.05 (2021): 583-587.
11. Salieva, Dilorom Abdullaevna, and Karas Orzhanovich Kaziev. "THE INFLUENCE OF THE GENDER PERSONALITY OF THE MANAGER ON INTERPERSONAL RELATIONS IN PERSONNEL MANAGEMENT." *Galaxy International Interdisciplinary Research Journal* 10.11 (2022): 756-760.
12. Abdullaevna, Saliyeva Dilorom, and Rakhmonova Ayshakhan Oribovna. "Gender Stereotype In Adolescence The Study Of The Formation Of Properties." *Journal of Positive School Psychology* 6.10 (2022): 3446-3451.
13. Abdullayevna, Salieva Dilorom, and Saipova Mehri Valievna. "Mental Characteristics Of Experience Teenagers From Labor Immigrant Families Who Feel Lonely." *Journal of Positive School Psychology* 6.11 (2022): 423-427.