



## SCIENTIFIC ANALYSIS OF GENERAL CONCEPTS CHARACTERISTIC OF CHILDREN'S PSYCHOLOGY

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**Abstract:** *In this scientific article, the views on the formation of children's psychology, inherent in the subtleties, changes and methods for their overcoming.*

**Keywords:** *abilities, neurology, social pressure, gifted children, psychology, children's psychology, adolescence, teenager Children's psychology-branch of psychology, which studies the general and private features of the psychological development of children, how this process flows In different age stages, strength and patterns, its driving. For this reason, child psychology is often called "age psychology."*

Children's psychology studies mental processes in children (educational, speech, emotional, volitional, etc.). K.) Examines the emergence and development, determination of mental features, the development of various activities (games, reading, labor), the formation of a child as a person. Children's psychology uses research methods developed in general psychology, but its use has its own characteristics. When studying the age characteristics of the identity of the child, the so-called transverse, transverse and longitudinal studies are carried out. In the first case, only one mental process relating to various age groups at the same time. And in the second case (Longitudinal), the mental features of those or other (individually selected) children are investigated for many years. This, in turn, gives them the opportunity to observe the general course of the development of their psyche.

In child psychology, the main thing is to raise the parents of the child to the child confidence, respect, support, attention to it. Possible and impossible situations are taught. The child perceives the world surrounding the eyes of parents. What is bad for parents, the child considers bad. After that, the child himself begins to learn to draw conclusions. So, each movement of the child is your reflection in the mirror. Today, psychologists recognize that children's psychology is unique and difficult, but many of them differ in their approach to development.

Experts disagree in opinions on answers to some important issues of child psychology, for example, whether early experiences are more important than later, or nature or education play a large role in development. Since childhood plays such an important role in the rest of life, it is not surprising why this subject is so important in psychology, sociology and education. Experts pay attention not only to numerous influences contributing to the normal development of the child, but also on various factors that can lead to psychological problems in childhood.

Self-esteem, school, paternity, social pressure and other topics are of great interest to children's psychologists who seek to help children develop and grow healthy and appropriately. Pedagogical psychology originates in other areas such as neurobiology,



and often includes standardized tests for information on the ability and characteristics of children's training. These studies allow us to get an idea of how children learn to process information and how their educational potential may look like. Psychological education is not limited to general data on children's logic, and relies on a specific physico-psychological study of the preschool organization.

Competence and assistance to the pedagogical team cover the specifics of children. Effectively solve any problem in a short period of time before it causes suffering and pain to the child, providing parents with complete information about it and working together. Many children think that their psychological problems are temporary, and think that they have overcome them in a short time. This requires a psychologist to the school educational organization of drawing up a reduced, but effective working program and the individual-special program should be. For the teacher and teacher, knowledge of the psychology of adolescence of children is important both with psychological and a pedagogical point of view. We also call this period transition.

Teenage age mainly covers children aged 11-15 years, that is, students of grades 5-8. Some difficulties faced by teenagers in educational work, arise due to insufficient knowledge or denial of sometimes mental development and characteristics of children of this age. Difficulties in the education of adolescence children will be much more than the younger and senior schoolchildren. Because the process of turning a small child in an adult is very elegant. This process is due to a significant change in the forms of the relationship of teenage psychology with people, as well as a change in living conditions. During this period, adolescents appear their personal thoughts.

They expand the understanding of their own values. According to the definition of scientific psychology, the driving forces of the mental development of adolescents are to emerge and overcome dialectical contradictions between the needs of their activities being born, and the possibilities of meeting these needs. Contradictions are to be overcome by building a higher level of mental development, more complex forms of activity and a number of new psychological features of the person. After that, the psyche goes to a higher level of development. Data let's more clearly consider the teenage age from this point of view.

The child finishes the initial class. The transition of the child in high school is considered a turning point in his life. The new socio-organized and diverse activities of adolescents serves as the basis, the condition and means of its psychological and personal content. Thus, we must know well the features of the physical and psychological development of adolescents so that they can find new correct methods and tools for training and education of adolescents. The content characteristic of adolescence changes over time as the specific social conditions of the person changed. The biological factors of the development of psychology include those who are severe, sometimes powerless for the consciousness of adolescents, they cause them serious mental crises and excitement, for example: dissatisfaction, rudeness, stubbornness, a tendency to Self-analysis, characteristic of adolescents, give extraordinary importance to sexual ripening, which brings to the subjective world and similar sensations. The



items taught at school serve as a teenager to formulate or test their assumptions about J. piage claims that "social life is being influenced by three things - language, content, rules."

Mastered in This Plan has a public relations create new opportunities for spontaneous thinking. From 11-12 years old, the teenager begins to act logically, at this age teenager, like an adult, begins to engage in a wide analysis of the campaign. From how fast the teenager can rise to theoretical level Thinkings, quickly and deeply master the educational material depends on the development of its intelligence. Teenage age is characterized by a high level of intellectual activity. This activity is determined by the presence of extreme increasingness and the need to show the surrounding their abilities, and also get from them High rating. The questions that the teenager sets adults is informative, thoughtful and are in the framework of the same problem.

Children at this age can put forward various hypotheses, making assumptions, conduct research, and Matlum may approve excellent Options one question. Teenage thinking often prone to generalizations. In the conditions of the market economy of our republic, practical thinking prevails in people. The system of practical thinking includes the following mental qualities: - Entrepreneurship. Employment, calcality, the ability to quickly solve emerging problems, etc. Practical thinking can be considered developed only if all these adjectives are present. It is very important to develop these qualities from grade 1. A teenage in adolescence can be developed by the participation of students in the general-purpose business activities aimed at improving self-consciousness. In this regard, the student may not develop in the role of the artist, but as a leader, independent choice of the path and | or participant in entrepreneurial relations. The provision of greater independence in the development of entrepreneurship at this age has a positive effect on the development of a practical thinking of a teenager.

The development of leaning in children of adolescence occurs easier than other qualities of Akl. This can be done, laughing on the fact that they can no longer count on their savings somewhat more difficult to form the skills of rapid and operational solutions to emerging problems. Of course, it also depends on the child's temperament. It is difficult to force all adolescents to act quickly, even quickly, but they can be taught by the general rules of the immediate solution of the problem, not retreating during its occurrence. Highly developed intelligence in adolescence is valuable and prestigious. Changes in the personality of a teenager and his cognitive abilities will be interdependent. The development of arbitrary mental processes is based on the person who is emerging in the adolescence, while the possibilities of awareness and formation of their own personal qualities are determined by his mental development in it. In adolescence, attention, memory, imagination acquire full autonomy and can now manage them in their expression.

What a leading function (dikvti, memory or imagination) prevails during this period, manifests itself a single, and each teenager is able to consider the function that is most significant for him, consider the features of the development of these functions.



**Attention:** If involuntary attention prevails in the younger school age, then in adolescence, the child can independently control his attention. Violation of the discipline during the lesson in most cases is due to social reasons, and not inattention of students. A teenager can fully focus his attention on the activities that is reasonable for him and can bring high results. A teenager's attention can be developed to such an extent that it can be well monitored and controlled. It is extremely necessary that the developing random attention of the child is constantly supported by the teacher.

In the pedagogical process, several methods of increasing involuntary attention to the level of arbitrary, as well as the creation of conditions for self-expression of a teenager among peers during the lesson, which can serve as the basis for the transformation of the adolescent in the involuntary one. However, in adolescence there are very strong cases of exhaustion, namely, at 13-14 and 16, when the depletion line increases sharply. In such cases, the teenager cannot fully focus on the surrounding things and events, Tula is the period opposite to adolescence to achieve and lose attention.

This restored progress type prepares the teenager to the transition to the new age stage-senior school age. Teenage age occupies a special place in the process of finding the content of the human person.

This period is considered the main one. What is the most important psychological changes take place at this age. Various psychological changes and progress of the personality depend primarily on the nature of the activity of this person. Teen activity Reading includes labor and game processes.

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