



**PSYCHOLOGICAL APPROACH TO THE FORMATION OF EMOTIONAL
CULTURE IN SMALL SCHOOL-AGE STUDENTS.**

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ANNOTAYTSIYA

Kichik maktab yoshidagi bolani shaxs sifatida shakillanishi. Pivojlanishning ma'lum bosqichi sifatidagi ahamiyati. Kichik maktab yoshidagi bolalar emotsional sohasida oilaning o'ziga hosliklari. Ta'lim jarayonida emotsional madaniyatning(oilaning) ahamiyati.

Kalit so'zlar

Emotsiya, emotsional barqarorlik, ta'lim samaradorligi,

ANNATATION

The formation of a child's a person of junior school age. Importance as a certain stage of development. Peculiarities of the emotional sphere of children of primary school age. The importance of emotional stability in the educational process.

Key word

emotion, emotional stability, educational efficiency.

АННОТАЦИЯ

Личность маленького ребенка школьного возраста шаткая как личность. Важность на определенной стадии развития. Особенности эмоциональной сферы детей младшего школьного возраста. Значение эмоциональной устойчивости в образовательном процессе.

Ключевые слова

эмоциональность, эмоциональная стойкость, образовательная эффективность.

Today, the correction of the emotional sphere of children of the younger makatab age plays the role of the main tool in the organization of the educational and educational process samamarali. In this, the breadth of the scope of information, the acceleration of the development process is the reason for the rise of the formation and development of emotional culture in student youth to the level of period demand. It is known that our student youth, armed with emotional



culture and intellect, grow up to be strong personnel capable of humming our national identity on a global scale. In this sense, the Prevention of emotional disorders, correction is one of the pressing issues before psychology. Especially in students of the younger makatab age, the development of emotional culture, intelligence requires an approach based on a certain system in its essence. Anashu came out of demand and in this article, the formation of emotional intelligence and the development of emotional culture in students of the younger school age.

The skill of emotional intelligence in relation to the above komponenets is largely shaped and developed during the younger macatab age. At this point, there is a question that is justified. What are its consequences if we do not focus on emotional wellness?

If an individual has a high intelligence coyeficent, but is injured somewhere in the brain unnig as their emotional intelligence decreases. In his experiment, neurologist Antonio Damasio gave an example of a patient named Elliot who has brain cancer. He had surgically removed a tumor from his patient. He did not notice any manifestations of emotionality on unnig's face in hours of conversation with him after the patient recovered. Elliot has been shown pictures of human casualties through various atrocities and various natural offts. Elliot knew he had no sense and was unable to express it. He was well aware that he could no longer feel anything. As a result, Elliot lost his job and his family. It did not resemble a subspecies. Elliot was unsuccessful in losing his place in society. As you can see, the emotional image of a person makes him take advantage of his capabilities, which is also the door. But according to some scholars, emotional intelligence is a concept far from intelligence. But it should also be mentioned that emotional intelligence activates the desire and curiosity that we have. Makes you think less about the meaning of the problem. This process is considered important for creativity. Increasing the level of use of personality opportunities using methods and means of enriching the emotional image in small mkatab-age students means correctly composing emotional intelligence, emotional skills in shaping culture, correcting emotional disorders in a timely manner, step by step means means of enriching the emotional image means raising and cultivating a cryative and active personality for society. In this case, it is important that the main activity of the university is a game and a reading activity, which is the transformation into a correctional process in Hola, which has integrated these two types of activities. In this, the pupils are diagnosed, the shortcomings are choreographed in the activity itself. Let's make this process plausible in terms of the content of the activity.

Play-from the moment the child turns one year old, conditions begin to arise in him for mastering simple forms of activity. The first of such conditions is the game. In children, play is a form of implementation of their activities, activities. In



the case of a need for a reason that generates pure-state gaming activity, its source is imitation and experience. Children play roll-rule, action-packed, didactic meaningful games with things. The game makes it practice to find out the content of things and phenomena in the child's own experience, to be able to use these contents. The personal qualities of a child are found in relationships with others. In gaming activities, the child tries to perform social reality through imitation, role, and in this way begins to master interpersonal relationships about the environment, in social life. Performs one or another phenomenon in a social marriage through a role. As a result of the combination of a verbal action, the game activity acquires its tone and, in a certain sense, is able to provide information, transmit. The initial game is characterized precisely by repetition of adult behavior, imitation of them. Plot games help to master one side or another in a way that is understood, not understood, of being. While the game initially fulfills the function of spending time for the child, keeping him busy, it then moves to the level of representing patterns of socio-historical progress. Roles, meaningful actions, instructive gestures, concepts are actively involved in the formation of a child's personality. From the birth of a child to school education, for him, play activity plays the role of a leading activity, and it is also possible that the game acquires a didactic nature, also acting as a correction.

Educational activity in children of the younger age of mkatab occurs at the base of the gaming activity. The purpose of this activity is to assimilate certain information, knowledge, actions and deeds. Such a special activity of a person, which, according to his purpose, consists entirely of learning and mastering, is called educational activity. Psychologically speaking, educational activities include the following processes: the assimilation of information on the most important characteristics of the objective universe in order to successfully carry out a certain type of theory and practical activity. The product of this process is knowledge. Knowledge generates skills, generating skills. It is the acquisition of this activity, that is, the methods and operas that occur in the acquisition of knowledge, the product of these processes consists of qualifications and skills. The composition of educational activities is much more complex, which includes knowledge, concepts, qualifications, habits, skills. The role of emotion in this process is incomparable. A.V. Petrovskiy in the textbook "general psychology", which came out under the edit, emotion is a small attitude that a person expresses in his own way in different ways in relation to what is happening in his life, what he knows, or what he is busy with. M. Vohidov's teaching manual "Child Psychology" states that emotion is - the reflection in our minds of our inner experiences of things and phenomena in the outer world. Q. In the dictionary of Turgunov authorship, emotion-consists of pleasant or unpleasant experiences that arise in a person's



relationship to things and phenomena in reality, to people and to himself. Professor E.Goziev in the textbook "general psychology" in its authorship, emotion is used in the sense of reflecting its relationship in a person, in the brain of living beings, that is, in relation to objects that satisfy the needs of individuals and monetize them.

In the literature, along with emotion, the concept of emotion is also used in a wide range. It is the question of what is the content of the concept of emotion and what is its relationship with the concept of emotion? Accordingly, to highlight the essence of the meaning of the concept of emotion; including professor E.Goziev textbook "general psychology", emotion is defined as a clear form of the occurrence of a psychic process, which consists in the expression of emotions, internal experiences, in which usually external symptoms are clearly manifested.

Emotions are pleasant or unpleasant experiences that arise from an individual's perception of his own attitude to reality, associated with his needs and interests. From the presented definitions, it can be seen that the concept of emotion is a broader concept in relation to emotion, covering all aspects of an individual's daily life, lifestyle. Emotions from the point of view of their occurrence will be associated with the needs, interests and aspirations of a person. For example, emotions associated with the satisfaction of a person's organic needs create a feeling of pleasure, satisfaction in a person. The inability to satisfy organic feelings causes a person to feel discouraged, distort his mood, suffer, become intolerant. A person's emotions will be associated with its content and forms, socio - historical conditions. During the period of social historical development, a person's needs change. As a result, a person increasingly develops new, new sensations, chunanchi, spiritual, intellectual and aesthetic. Emotions also manifest during a person's activities, as do other cognitive processes. For example, to generate a sense of hard work, it is necessary to engage in socially useful work for a certain period of time. The feeling that arises during this or that period of activity affects and changes this activity itself. For example, there is a huge difference between the discharge, which involuntarily reads itself by force, and the productivity of the student's activities, which he or she reads out of spite. The student's mood is well-pleased, learning activities are also blessed when the spirit is refreshed, instead the student has no desire for activity when dili is grieving, anxious or sad in some way. In this respect, the role of emotion in the student's life is enormous when it comes to it. Hence, the correction and development of the emotional sphere is a guarantee of educational effectiveness.

3.Intellectual sensations-scientific evidence indicates that the role of emotional intelligence in productivity at work is enormous. Not only do people with high emotional intellectual abilities achieve better results, they are usually more invigorating, both mentally and physically. The concept of emotional intelligence



was popularized by an author named Daniel Goleman. He released his bestseller, emotional intelligence, to the general public in 1996. This idea was originally presented by John Meyer and Salovey.

The emotional intelligence model presented by Salovey and Meyer consists of 4qism:

1. Clearly progressing the feelings of oneself and others
2. He uses the help of his emotions in thinking.
3. Understands the signals that emotions, emotional speech and sensations express.
4. Manages his emotions on the way to achieving certain goals.

Below are 7 Simple Ways to improve your emotional intelligence:

1. Give your feelings a name.
2. Pay attention to how your feelings affect your conclusions.
3. Make a decision whether your feelings are friends or enemies to you.
4. Take responsibility for your feelings.
5. Pay attention to the feelings of other people.
6. Limit your time using mobile devices.
7. Observe about the changes you have made.

In conclusion, it can be said that by developing the emotional sphere of children of the younger age of mkitab, in addition to increasing their level of opportunity, skills are developed to make the most of the opportunities available to them. Armed with an emotional madaniite, it opens up the eishig of opportunities such as confidence in one's own personality and the future, an approach with responsibility, respect for others and feeling the pleasure of life without mental disorders.

In the case of worms, the action of emotionality is expressed in a large number of body changes. Changes in the human body are an objective indicator of the feeling being experienced. Involuntary and conscious actions that are related to the character of adaptation, that is, changes in voice, facial expressions, gestures, a change in the process that occurs in the body, are called the expressive side of emotional actions in psychology. In the process of reading, the child grows older, and as his experience progresses, rational urination begins to develop. This feeling stimulates the student to effectively engage in educational activities. Interest in knowledge is one of the characteristics characteristic of children of preschool age and takes a specific direction during the junior school period. They look at every thing they learn with surprise.

Feeling of surprise. In children of small school age, such a feeling is born when they are influenced by something unusual, unknown. Elementary students are surprised by them when unexpected events happen. In the process of cognition, the feeling of surprise passes happily. This case is a constant companion of effective



cognitive activity. Surprise, born because of something unexpected, forces small school-age students to look closely at what at first glance seems rare and unusual. Thus, surprise gives elementary students an overwhelming incentive to know the phenomena.

Feeling surprised. The feeling of bewilderment in small school-age students is strong and is born when they have difficulty finding the new material being explained, the reasons for the facts being researched, cannot include these facts in the group of phenomena known until this moment, and so on. This feeling is also a powerful tool that guides younger school-age students to further enhance their cognitive functioning.

A sense of confidence. Connections between things and phenomena and the correctness of relationships are determined in the process of thinking of children of small school age, when there is clear evidence in the practice itself with logically drawn conclusions, a sense of trust is born in them.

Feeling suspicious. not fully developed in younger school-age students, this feeling is a feeling that is born when the child gradually comes into conflict with the rules or theories issued by him during the learning process. This is a very important feeling, which encourages the child to comprehensively examine the collected evidence and said rules. " For effective scientific activity, it is always necessary to be skeptical and keep yourself under scrutiny."

I.P. Pavlov. These sensations develop significantly when the child copes with difficulties and achieves certain achievements in his work. A small school-age child experiences a great sense of joy when he learns to read and write, when he himself learns to solve an example or issue.

It is one of the main tasks of an elementary school teacher to bring to the surface as much as possible the feeling of joy in his work in students and turn it into an emotional aspect of the child's character. From this meaning, we understand that it is not in vain that the assessment of primary classes is given mainly in an incentive way. The intellectual perception of younger school-age students is related to his cognitive interests. The elementary school student is very interested in what happened, where, when and how, as well as asking him "Why did it happen?"the answer to the question is interested in the facts themselves related to this event. Because, it shows that the course of emotions is controlled by the center of emotions (fear, anxiety, feelings of satisfaction, etc.) in the cerebral cortex. E.D.Khomskaya and N.Ya.The book "Brain and emotion", written by the batovas, states that one of the essential features of emotions is their connection to cognitive processes. Also, the study of the relationship between emotional and cognitive processes L.S.It has been analyzed to be conspicuous in the activities of vigotsky and other scholars. According to this source, the cognitive (Eng. cognition-cognition) effect on the field



of perceptive (lot. perception-perception) is manifested in processes. Extensive experimental research on this subject. It can be seen in the experiment conducted by Sokolova. From research on the influence of emotional processes on perceptual processes, it can be seen that the characteristics of the perception of material of a verbal or nonverbal, positive or negative tone depend on the emotional state of the tester. Some sources cite the influence of emotional states on intellectual processes. Evidence suggests that emotions are juxtaposed with the creative manifestations of the thought process. Artificially generated emotions can cause a positive solution to tasks: a good mood helps to solve a large number of issues in relation to the neutral situation in the testers. The famous physiologist A.A.Ukhtomsky believes that any external influence (especially negative) on the bark of the large hemispheres of the cranium "dominates (lot. dominantis-dominant) furnace" appears, and the neurons of this sphere reduce the activity of neurons of other spheres. The result is a brain integrative (lot. integratio-restoration, filling, whole, holistic) activity is disrupted, and pathological signs of a functional nature occur. To lose them, it is necessary to increase the functional activity of the brain and develop another, that is, a "dominant furnace" in the bark, which has a positive property. Psychologist scientist F.I. Examinations conducted by Ivashchenko show that cases of student insecurity in reading conditions are mainly caused by the following reasons:

a) due to non-compliance with the principle of consistency in reading; b) by letting students have insufficient strength, i.e. excessive demand; v) due to the distrust of certain educators, parents and therefore classmates for the strength, intelligence, abilities and pride of students; g) due to the intimidation and punishment of such students for receiving poor grades.

Play therapy-in the game there will be an object that scares the child, but the child's attention will be attracted to the game. For repetition and discussion.

1. The problem of psychological preparation for school and the correction of motivational readiness for school the child's successful schooling largely depends on their level of preparation for school. The child must first be physically ready for school. The anatomical and physiological development of 6-year-old children proceeds in a special way. At this age, the child's organism develops rapidly. It is extremely important for children 6-7 years old to strengthen the nervous system, relieve them of chronic diseases, pay special attention to vision and hearing, and also pay attention to the correct development of the spine. Since adults work with children of this age, it is necessary to constantly take into account that the organism of children of this age is still growing. For example, teaching a child to write forcibly can harm them to a certain extent due to the fact that the finger muscles are not yet fully developed, while the child's inability to write beautifully can, in itself, lead to a decrease in the child's self-confidence or interest in reading. Mental



preparation. Often, when mental training is called, the child's knowledge of the worldview, living nature, people and their labors is understood. This knowledge can be the basis of the education that the school provides, but vocabulary, the ability to perform certain behaviors cannot be the main indicator of the child's mental readiness for school. The school program requires children to be able to compare, analyze, summarize, draw a certain conclusion, as well as other cognitive processes that are sufficiently developed. For example, a 6-7-year-old child can understand and master not only some phenomena about nature, but also the relationship and interaction of the organism with nature. With highly developed visual figurative thinking in children 6-7 years old, the child's ability to distinguish between the main characteristics of objects in the surrounding world and the connection between objects is the result of mental development. It should be noted that visual-moving and visual-figurative thinking performs the main task in the mental development of not only children 6-7 years old, but also students of a small school age. The successful schooling of a child depends not only on his mental and physical training, but also on his personal and socio-psychological detachment. Coming to school, the child must be prepared to receive the position of a student –having different obligations and hogs of a new social status, and for which various requirements are imposed. Children of older kindergarten age mainly feel the need to study at school, but this desire and motive of need can vary: "They buy me beautiful uniforms, notebooks, pencils and pens", "I have a lot of comrades at school, and I play with them in fun", "they don't sleep at school". The external symbols of the school are undoubtedly of great interest to children at school, but this cannot be the main reason for successful schooling. "I have to study to be like my father", "I love writing so much", "I learn to read", "I learn to solve difficult examples at school" – this desire and effort can naturally form the basis for a child's successful schooling. It is extremely important for the child to realize that he is now an adult, not a kindergarten child, but a student with certain obligations, to know that he is engaged in serious activities. The fact that a child does not want to go to school is also a negative condition. Working with children who are not ready for school, the educator takes on tasks that fall under the line of obligations of parents and the kindergarten educator. After all, the preparation of a child for school, for the acquisition of educational activities should be the result of his full-fledged development in the preschool age period. It is very important to carry out explanatory work on the role and importance of this targeted development. As a psychologist deals with preschool children, he sees the prospect of their development in them in a full-fledged psychological preparation for school education. The psychologist, as it were, depending on the future of the child, determines how lucky he will take from one age period to another – school age,



determines what else to do so that the child's psychic and personal development, at home, in accordance with the new requirements for school. The most reliable psychological prevention is the timely development of the child in normal family and social education and educational conditions. At the same time, the emergence of a network of preschool Sunday institutions (schools) set another task for practical psychologists: the psychological provision of classes with preschool children, which is called developmental classes, and the provision of counseling assistance to parents when choosing games and activities suitable for the age and individual characteristics of the child, after all, the above-mentioned Sunday schools and other It is worth noting that most often in training 1. ertacterapy, playtherapy and arttherapy are used. In this, the plan for training is different, and it is convenient that the session begins with a song or a game. Interesting events that were one of the previous activities, playing psychotherapeutic games, and then children hear a fairy tale and draw.

2. Psychological service in the primary class: basic functions, activity tasks and directions it takes a certain amount of time for first graders who step into school for the first time to adapt to the conditions of the school when they go to school. In practice, the adaptation time may not be equally effective in all children. Difficulties in adapting a child to school are noted not only in parental values, but also in the characteristics that teachers give students. For example, when parents say that a child goes to school, does not want to do homework, does not give him a handle, becomes very nervous, teachers pay attention to the fact that these children are inattentive disorder in class, often say with their peers. In such children, a nervous mental disorder occurs, lagging behind in psychic development. The more unprepared children are for school, the more difficult and long the period of adaptation to school will pass. When psychologists say that a child is ready to study at school, they mean his physical, psychological and personal training. Currently, children with developmental disabilities are identified in kindergarten schools and other educational institutions. The preschool and primary school system is also responsible for eliminating these problems. Children with some mild (speech, hearing and other) developmental disabilities are brought up in kindergarten and secondary school institutions. And children with severe disabilities are admitted to a special type of kindergarten or school, these institutions are able to provide the necessary treatment-wellness and Correctional, psychological-pedagogical assistance. Of course, in the educational process, a special approach to each case is necessary.



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