

“CHILD PSYCHOLOGY DEVELOPMENT AND RESULTS OF SCIENTIFIC RESEARCH”

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Abstract: *The child's lifestyle, how he lives in the family, the family environment, the parent-child relationship, the child's upbringing, and the psychological processes of the child during his youth and adolescence have always been of interest to many. This article provides information on scientific research conducted for child psychology.*

Keywords: *psychology, adolescence, speech therapy, rhinolalia, longitude, speech, ped, cross-section, longitude.*

The current state of modern psychology shows that it is necessary to observe external thinking in a visual-motor, visual-figurative and semantic way. In this case, through words, children can first be introduced to the production of perception, and then move on to creating an image. It is necessary to adhere to the above in both methods and techniques. For this, primary and kindergarten sensory education is an important factor in mental education.

Long before a child can speak, when he first starts talking, he learns about the world of people and objects around him with the help of adults: When a mother gives her a toy, the child reaches out and takes it. His seeing and perceiving are combined with hearing. It is when the name of the toy is said that the interaction between sensory perception and the word occurs. For example, if a mother repeats “give me a kitten,” “bring me a kitten,” several times, the child will remember the name of a particular toy well. Ultimately, the word “kitten” creates a specific object in the child’s mind.

The famous Russian physiologist Ivan Sechenov wrote: “After a child learns to speak, his interest in the surrounding world and his desire to know it increases, which causes the child to ask his mother questions such as: why does the table not move, and the sun walks without legs, where does it hide in the evening, and why does the wind howl?”

The development of speech in preschool children plays a special role. A person uses his native language to express his thoughts and understand the thoughts of others. Mastering speech allows a child to acquire knowledge through stories, works of art, and explanations by a speaker. In kindergarten, the tasks of increasing vocabulary, forming the grammatical structure of words, and developing coherent speech are solved.





Preschool children develop a good ability to remember consciously, and their memory capacity expands. Imagination and thinking are essential for creative activity, so it is of great importance to develop them from kindergarten age.

In the early stages of kindergarten, children have a sense of imagination. With the increase in life experience and the development of thinking, creative imagination expands. Demonstrative-motor, demonstrative-figurative thinking is characteristic of a young child. On this basis, verbal, logical and conceptual thinking is developed. This teaches a deep understanding of phenomena and events, distinguishing important and unimportant aspects in them.

Curiosity is a characteristic of a child. It is manifested in the child's interest in the events and phenomena around him, in his desire to touch, feel, move, and move everything, and in his attentive observation and observation of the things he is interested in. The level of curiosity in a child can be determined from the questions he asks.

The task of intellectual education is to develop children's curiosity, their intelligence, and on this basis to create an interest in knowledge.


Preschool educational organizations are faced with the task of developing children's intellectual abilities. In psychology, personal characteristics that create the conditions for the successful mastery of a particular activity are manifested and developed in the process of ability. A person's intellectual abilities can be distinguished by such qualities of the mind as intelligence, insight, critical thinking, thoroughness, and thoughtfulness.

Thus, the educator should organize activities that develop mental qualities in children. To develop intelligence in children, it is necessary to organize games that require quick responses. For example: "say the next number", "say the opposite", "three will not fly", etc.); to develop the ability to think critically, involve children in analyzing the work and answers of their peers; to develop thoroughness, it is advisable to organize the simplest research work, solve puzzles.

During early childhood and kindergarten, children's curiosity about the world around them grows very quickly. Curiosity is a powerful force that drives a child's intellectual development. Adults should notice and encourage children's curiosity and any desire to learn. Child psychology is a branch of psychology that studies the general and specific features of children's psychological development, how this process occurs at different age stages, the forces that drive it, and the laws that govern it. For this reason, child psychology is often called youth psychology.

Child psychology studies the emergence and development of psychological processes (cognitive, speech, emotional, volitional, etc.) in children, the formation of psychological characteristics, the development of various activities (various games, study, work), the formation of the child as a personality. Child psychology uses general research methods





developed in general psychology, but we will not be mistaken if we say that there are specific features of their application. This is because not all children think and act the same way, they are in different psychological states. All children are similar in one way, namely in their playfulness and innocence.


The child perceives the world around him through the eyes of his parents. What is bad for the parents, the child considers bad. Whoever the parents like, that person is good for the child. This situation continues until the child is 10-12 years old. After that, the child begins to learn to draw conclusions on his own. Therefore, every action of the child is your reflection in this mirror. The problem of development in classical behaviorism is reconsidered in the most powerful branch of modern American developmental psychology, social learning theory. Research on cognitive development is also undergoing changes - there is a transition from studying the epistemic topic to studying a specific child in the real conditions of his life.

Against the background of all these remarkable achievements of Western psychology, L. S. Vygotsky made a truly revolutionary revolution in child psychology. He proposed a new concept of the course, conditions, source, form, specificity, driving forces of the child's mental development; he described the stages of the child's development and the transitions between them, identified and formulated the main laws of the child's mental development. Today, any educated person, when asked what childhood is, will answer that childhood is a period of advanced development, change and learning. But only scientists understand that this is a period of paradoxes and contradictions, without which the development process is unthinkable. V. Stern, J. Piaget, I. A. Sokolyansky and others wrote about the paradoxes of child development. D. B. Elkonin said that paradoxes in child psychology are secrets of development that scientists have not yet discovered.

A person is born with only the most elementary mechanisms for maintaining life. In terms of physical structure, organization of the nervous system, types of activity and methods of its regulation, man is the most perfect creature in nature. Childhood is a period of complete social and, therefore, psychological maturity from the day of birth; during this period the child becomes a full-fledged member of human society. Moreover, the duration of childhood in primitive society is not equal to that of childhood in the Middle Ages or in our days. The stages of childhood of mankind are a product of history and can change, as they did thousands of years ago.

The problem of childhood history is one of the most difficult in modern child psychology, since neither observation nor experimentation is possible in this area. Ethnographers are well aware that the cultural monuments of children are poor. Even when toys are found in archaeological excavations, in less significant cases, these are usually





religious objects placed in graves so that they can serve the owner in the afterlife. Miniature images of people and animals were also used for witchcraft and sorcery purposes.

It can be said that the theory existed before the experimental facts. Theoretically, the issue of the historical origin of childhood periods was developed in the works of P. P. Blonsky, L. S. Vygotsky, D. B. Elkonin. The course of the child's mental development, according to S. Vygotsky, does not obey the eternal laws of nature, the laws of the maturation of the organism. The development of child development in a class society, he believed, "has a very clear class meaning." Therefore, he emphasizes that there is not an eternal childhood, but only a historical childhood.

In conclusion, it can be said that by studying the psychology of children, it is no exaggeration to say that we can predict what they will be like and what actions they will take in the future. It is necessary to shape the psychology of primary school students in a good way from kindergarten. Until then, at home. They say that a bird does what it sees in its nest. Therefore, making children psychologically healthy and strong starts first and foremost at home.

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