

Reasons Why Preschool Children's Mental Health Depends on Educators

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Abstract:

In the article, the problem of mental health of children of kindergarten age and its causes depend on the educators of preschool education organizations, scientific researches and the opinions of scientists in this regard are disclosed. In a preschool educational institution, the child spends a lot of time in a group. Therefore, it was thought that maintaining and strengthening their health depends on how competently the teacher's activities are organized in order to organize the emotionally comfortable regime of children.

Keywords: child, kindergarten age, teacher, student, condition, emotion, illness, field, somatic, disorders, medical and social.

As one of the main medical and social problems of children's health and upbringing, the problem of "Healthy child" is especially widespread now. The term child mental health is ambiguous, it connects two disciplines and two areas of practice - medical and psychological. In recent decades, at the intersection of medicine and psychology, a special field of psychosomatic medicine has emerged, based on the understanding that any somatic disorder is somehow related to changes in the child's mental state. In some cases, mental states become the main cause of the disease, in others, they become the impetus that causes the disease, sometimes mental characteristics affect the course of the disease, and sometimes physical diseases cause mental experiences and psychological discomfort. Circumstances may be different, it is important for us that the interaction of "soul" and body is unconditionally recognized. In a number of psychological works, mental health is related to the experience of psychological comfort and psychological discomfort. Psychological discomfort occurs as a result of the frustration of the child's needs and leads to deprivation. The frustration of one or more needs is the basis of childhood neurosis, which manifests itself in the form of various diseases of psychosomatic origin (bronchial asthma, vomiting, headaches, etc.). In a preschool educational institution, the child spends a lot of time in a group. Therefore, the preservation and strengthening of their health depends on how competently the teacher's work on organizing the emotionally comfortable regime of children is built.

Teachers should achieve a comfortable emotional environment in the group, implement a personal-oriented approach to children, which contributes to the maintenance of children's health. Ensuring the social and psychological well-being of children helps to create emotional comfort and good psychological well-being of children in the process of communication in kindergarten and at home. In each group, taking into account the season of the year, age, providing various activities during the day according to interests and needs, promoting harmonious physical and all-round mental development, a healthy daily routine should be

created. Also, in all groups, conditions should be created that help children realize their needs for movement. Most preschoolers spend most of their lives in kindergarten. Kindergarten is a necessary and important step that takes a child to a complex, changing and contradictory social world. How constructive the entry into society will be largely depends on the emotional state of the child in kindergarten. This issue was raised by P.Y. Galperin, A.V. Zaporozhets, A.D. Koshelev considers emotions as the main regulation of behavior and activity, processes that implement the child's orientation to the surrounding world. The emotional well-being of a child in a preschool educational institution is a stable positive emotional well-being of a child in an educational institution, the basis of which is the satisfaction of his age-related social needs. Therefore, emotional well-being is the most comprehensive concept for determining success in children's development. An important condition for emotional well-being is to create a comfortable psychological environment in the group. The activities of adults, parents, and staff of preschool educational institutions should include the creation of certain conditions that ensure the mental development of each child, his mental comfort, which is the basis of psychological health. In recent years, the issues of the child's emotional well-being have become the subject of research by the successors of the work of Zaporozhets A.V. G.G. Filippova, emotional well-being is considered as an indicator of optimal overall development. Components of a child's emotional well-being in a preschool educational institution G.G. According to Filippova: the feeling of pleasure - displeasure as the content of the dominant mood background; the experience of comfort as the absence of external threat and physical discomfort; experience of success - failure in achieving the goal, experience of comfort in other people and situations of communication with them; the experience of evaluating the results of the child's activities by others. It is important to remember that emotional well-being depends on various conditions that are interrelated and interrelated. Like any integral concept, emotional well-being depends on many factors.

Reasons on which the child's emotional well-being depends (according to A.D. Kosheleva):

- the child's health condition during the visit to the kindergarten;
- characteristics of the child's interaction with adults working in a preschool educational institution;
- characteristics of interactions with children of the group in which the child participates;
- emotional environment and lifestyle in kindergarten in general;
- the situation in the child's family.

There are many ways to determine the emotional state, but the most convenient for preschool children is related to visual activity. A child's emotional perception of the world can often be seen in children's works (drawings, applications, modeling). If the child is calm and cheerful, then there is a positive, joyful background in his work, but if the child is under the influence of negative emotions, the work is often careless, depressed, aggressive and has a negative attitude to the environment. it can. can be observed in them. Czech psychologists I. Langmeyer, Z. Mateychik (1984) note that, as an exception, deprivation can occur under the influence of only one factor, almost every situation of deprivation is characterized by the failure of several important needs of the child. different children and different periods of development have different relationships. Therefore, it is very important to determine which intellectual needs are especially strong at a certain period of the child's development, and which needs are especially harmful if they are not sufficiently met. At the same time, it should be remembered that different children affected by the same deprivation behave differently. However, according to the authors, for their healthy development, every child needs, first of all, warmth of feelings, love. If he is surrounded by enough sympathy and emotional support, this will compensate for the absence of other mental elements. The main pathogenic significance of developmental and character disorders is insufficient satisfaction of affective needs, that is, emotional, affective deprivation. Despite the use of the term "mental health" in all the above works, in essence, they are mainly

about mental health disorders: about the causes of health disorders, the manifestation of disease symptoms, unfavorable conditions for mental health, etc. This fact was noted by experts of the World Health Organization in 1979. They developed a very important recommendation for the psychological education service: from the study of factors that increase the child's vulnerability to mental disorders to the study of factors that protect him from stress, from the study of harmful effects, from the study of failed interventions, from the study of negative effects 'transition to the study of secrets and prevention of mental illness. Recognizing that the primary condition for a child's normal psychosocial health (in addition to a healthy nervous system) is a calm, supportive environment created by the constant presence of parents or substitutes who are attentive to the child's emotional needs. talk and play with him, maintain discipline, monitor and provide the family with the necessary material resources. At the same time, it was emphasized that the child should be given more autonomy and independence, give him the opportunity to communicate with other people and adults outside the home, and provide appropriate conditions for life. "Many children do not have these conditions," the report says.. Preschool children's neuropsychic development level includes how well the child completes the kindergarten program, learns the material in the classroom, what is his speech, range of motion, independence, cultural and hygiene skills. development is determined by relationships with others. According to the results of the medical examination, significant individual differences were found between children of the same age in indicators describing the functional state of the cardiovascular and respiratory systems. So, for example, among seven-year-old children, their body length (height) indicators range from 110-112 to 135-140 cm; indicators of body weight (weight) - from 18-20 to 36-38 kg; chest circumference - from 48-50 to 74-75 cm; lung volume - from 900 cm³ to 1800 cm³. In some children, the heart rate at rest did not exceed 72-78 beats per minute, but in a significant number of preschoolers it reached 112-116 beats; systolic blood pressure from 80 to 125 mm Hg. Art. Determining the level of work ability on special dosed tasks (correction test) showed that in some children it is 2.5-3 traditional units; for many children, this indicator reached 12-15 traditional units (productivity coefficient). In some preschool children, the nature of the pulse, blood pressure indicators have approached those of adults. Long-term observations of children's development and health have shown that preschool children, characterized by high and low development of individual physiological systems, usually get tired faster during activities that require mental and physical stress. Inadequate development of the body and relatively low functional capabilities are often characterized by children with chronic diseases or deviations from individual organs and systems. During the medical examination, such children are sent to the second or third health care groups, which especially require an individual approach, in economical conditions, and the teacher's attention in organizing all kinds of activities and recreation. Medical personnel with the help of the teacher should identify such children as early as possible, in order to plan appropriate educational and recreational activities in time. The sooner you start using the necessary complex of medical-pedagogical effects, the better the results will be. In this case, a lot depends on the teacher, because most of the deviations in the health status of children are first of all manifested in their behavior in everyday life, during training. It should be said that the remaining, healthy, preschool children also need a sensitive and careful attitude of the educator towards each of them. The same requirements should not be applied to them, because there may be children in the group with poorly formed self-service, educational activities and work skills. Low efficiency is observed, for example, even in healthy children, if in the early stages of education they did not develop the initial skills of educational activities in time: it may be the result of underdevelopment of qualities such as perseverance, hard work . These children need the teacher's help in many activities. At first, like weak children, they are given soft conditions - they reduce the load in the classroom, help with tasks. Gradually, as the development of students improves, the demands placed on them may increase. Indicators of improvement will be children's comfortable emotional state, good appetite, sleep, and academic success. Thus, an individual differentiated approach to each child should be implemented to one degree or another. Its techniques and methods are used depending on the characteristics of the student's health and development. Children who come to the group

after an illness need general strengthening measures. Therefore, the teacher coordinates the methods of individual approach to each child with the preschool doctor, so that they are more targeted and contribute to the rapid recovery of health. Success in individual work with children depends to a large extent on how fully and widely all methods available in the arsenal of pedagogical tools are used to activate children's activities and improve their physiological capabilities. The effectiveness of such work is largely determined by the positive personal qualities of the teacher, the high level of his professional and general culture, good intentions in communicating with children. It is necessary to pay special attention to children with disorders of nervous processes. Their behavior, as a rule, deviates from the norm: they are characterized by excitability, disinhibition or, on the contrary, lethargy, slowness. Excited children who often have behavioral disorders and whims are characterized by instability of emotional reactions. The attention of such students can be attracted only by engaging them in an interesting game or connecting them to joint activities with other children, if this is appropriate at the same time. It should be noted that the condition of children with disorders of nervous processes depends to a greater extent on the pedagogical approach to them and the emotional state in the group than in other cases (with other deviations in health).

List of used literature

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