



Research Article

ABROAD STUDY ABOUT THE PROBLEM OF CONCERN IN PRESCHOOL CHILDREN

Journal Website:
<https://frontlinejournal.s.org/journals/index.php/fsshj>

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Submission Date: February 06, 2022, **Accepted Date:** February 16, 2022,

Published Date: February 28, 2022

Crossref doi: <https://doi.org/10.37547/social-fsshj-02-02-09>

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ABSTRACT

This article describes various definitions of anxiety as a mental phenomenon in older preschoolers, theoretical analysis of the term “anxiety” by foreign psychologists, the scientific basis of anxiety, studied in various forms in foreign sources.

KEYWORDS

Fear, behavior, anxiety, worry, social situations, social environment, loneliness, danger, threat.

INTRODUCTION

The mental development of preschool children is determined by their emotional stability. Usually,

not only positive but also negative emotions play an important role in children’s emotions, which

negatively affects the general psychological state of the child, his activities, including education. As a result, in many cases, fear or anxiety completely engulfs the child's consciousness, thereby limiting his or her behavior and activities.

Today, as in all times, the upbringing of children, their development into full-fledged, full-fledged adults is an urgent issue. We will focus on the views and research of foreign scientists on the concerns that hinder the mental development of the child.

METHODS

Concepts of anxiety began to appear in dictionaries in 1771. Researchers have studied the differences in the mental state of people and the causes of anxiety. Anxiety manifests itself in different forms in all children, and the presence of anxiety is described as a stable condition in this child [1].

We will look at different definitions of the problem of anxiety in the foreign and local literature. K. Horny used the term anxiety as a synonym for the term "fear" and explained the relationship between them as follows, both terms refer to an emotional response to risk. Fear is the

certainty and objectivity of danger, while anxiety is latent and subjective [3].

RESULTS AND DISCUSSIONS

J.A. Kelly, a representative of cognitive psychology, in his research linked anxiety in children to emotional manifestations. Anxiety in a child is manifested in two opposite poles, that is, emerging anxieties (similarity of the elements of emergence) and closed (contrast polarity).

The similarity of the elements of anxiety is manifested in a number of emotional states, such as fear, excitement, depression, and crying, which are present in the pole. In the closed (contrast pole), in children, anxiety is manifested internally, not externally in emotional states. For example, he says that we can see in situations such as lying, denying mistakes, slander [2].

According to Godefroy, anxiety is a transient condition in which a person is weakened when faced with an expected situation. Prolonged exposure to a stressful situation or condition can lead to fatigue as a result of the human body expending too much physiological energy [4].

As a result of his research, K. Rogers confirms J.A. Kelly's views on anxiety in children. including

describing anxiety as an “emotional reaction to a threat”. [5].

M. Breslav described anxiety as a personality trait that reflects a decrease in the threshold of sensitivity to various stressors [6]. Manifested in cases of constant emotional stress, it emphasizes that fear and anxiety interfere with children’s normal activities or communication.

In our study, we distinguish two types of anxiety:

1. Personal anxiety is understood as an individual trait in children, which reflects his tendency to various life situations, emotional negative reactions that pose any threat to his personal life. It should be noted that personal anxiety is one that increases a person’s anxiety and reduces their sustained tendency to respond to such social situations.
2. Situational Anxiety - This occurs at any time related to a particular situation. He described the condition as a temporary anxiety condition that appears as a normal emotional and behavioral manifestation in children.

According to psychologists, anxiety in children prevents the formation of adaptive behavior, leads to the integration of behavior, and on its basis, adaptability emerges. [3]

D.M. Breslav described predictions of possible failures in a state of anxiety as a forward-looking feeling associated with anticipation and anticipation, the formation of appropriate attitudes and relationships.

Concerns stem from inaccuracies and unforeseen circumstances, lack of information, and difficulty in predicting outcomes. Anxiety is a mild form of anxiety that is a common reaction to uncertainty and in this case performs an adaptive function in the individual [6].

According to F.B. Berezin, anxiety has shaped the idea of the existence of a scary series, which includes moving events [2]:

- Sense of internal tension - represents mental discomfort and includes adaptive mechanisms, changes the activity of the person, and behavioral disorders are not observed.
- Hyperesthetic reactions - can manifest itself in the form of nervousness and reaction in children. Neutral stimuli from the negative emotional side, the separation of necessary and unnecessary stimuli disappear, which increases the anxiety in them.

- It is impossible to feel an uncertain threat of anxiety, to determine the nature of the threat and to predict the time of its occurrence. This raises abstract concerns in children.
- Fear is a lack of knowledge about the causes of anxiety, lack of experience in dealing with or preventing a threat. While the anxiety identified in a particular object does not cause the objects associated with the anxiety, the subject is attempted to eliminate the anxiety by certain actions;
- The intensity (increase, intensification) of anxiety leads to the realization that it is impossible to control the emotional state. Anxiety in children is a means of expressing emotion. In this case, they lose the disorder of behavior and purposeful activity.

Levels of anxiety depend on whether children are able to control themselves in a stressful situation or situation, or the intensity of its growth. If children have high levels of anxiety, they may develop symptoms such as autonomic, humoral, and abrupt behaviors. This can lead to anxiety syndrome.

Anxiety in children is not a negative trait. A certain level of anxiety is necessary for the development of human activity, the natural and

obligatory characteristics of the child. There is also a personal, individual level of “beneficial anxiety”.

There are very important questions and contradictions about the causes of concern. Including;

V.I. Garbuzov, A. Maslow, K. Horney and many other scientists have pointed out that the development of anxiety is a parent-child relationship, a process of improper education. [3].

The dissatisfaction of an older preschooler is characterized by an increase, intensification, and dissatisfaction with their needs. The reason for the development of anxiety is often a change in the social relationships that exist in a child with serious problems [3].

E.A. Savina believes that the main reason for anxiety in children is uncomfortable family relationships and poor upbringing [7].

First, a child's anxiety arises as a result of his or her symbiotic (cohabitation) relationship with his or her mother. If the mother feels alone with the child and always protects the child from danger and hardship, she will tie him to her, and as a result, such a relationship will worry the child



when the child is left without a mother. As a result, instead of being active and independent, the child develops dependence and passivity, anxiety and cowardice.

Second, preschoolers experience anxiety and fear as a result of different demands placed on them by adults, regardless of their age.

Third, the strict control of the child, the encouragement to adhere to a system of strict norms and rules, the violation of which leads to accusation and punishment. In this case, the child's anxiety arises due to the fear of deviating from the norms and rules established by adults [8].

In his research, A.M. Prikhojan considered the violation of social norms to be a cause for concern [9].

In psychology today, the study of anxiety, the gender aspects of behavior, plays an important role. There is a difference in the level of anxiety between boys and girls. In preschool and elementary school age, boys are more prone to anxiety than girls. Girls often associate their worries with other people, while boys fear of physical injury, accidents, being away from a parent or family, and similar punishments [10].

CONCLUSION

Thus, looking at the concept of anxiety in psychological and pedagogical research, as well as gender differences and features of anxiety in preschool children, we can draw the following conclusions: Distinguish two types of anxiety: personal anxiety and situation.

Anxiety in children is one of the main parameters of individual differences and is manifested in subjective mental disorders. One of the main causes of anxiety in children is improper upbringing, which is caused by poor family relationships. Constant situations in the family, such as constantly monitoring the child, restricting him, forcing him to comply with our demands, intimidation, increase the anxiety. We know that a child learns what we do, not what we say. That's why we have to educate ourselves first.

Increased anxiety in preschool children leads to decreased social resilience and impaired psychological and mental development, which in the future will affect not only the next stage of education, but also the formation of personality.

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