

yunalganlik, jarohat olishdan xavotir me'yoriyligi ta'minlanganligi, trener bilan ishlash istagi yuqoriligi ularning g'alabaga erishish motivatsiyasini oshiradi va futbol o'yini davomida emotsional barqarorligini ushlab turadi.

Uchinchi faktor bilan o'zini boshqarish ($r=0,72$), stabillik-bardoshlilik ($r=0,73$) yuqori bog'liqlik, musobaqa motivatsiyasi ($r=0,67$), emotsional barqarorlik ($r=0,68$), stress barqarorlik ($r=0,70$) ahamiyatli bog'liqlikni ifodalagan. Sportchilarning kundalik rejimga rioya etishi, safarlarga uzoq yo'l bosishga tayyorligi, turli sharoitlarda (ob-havo, muxlislar) futbol o'ynash qobiliyati ularning futbol o'yini davomida o'zining harakatlarini boshqara olish, turli tashqi ta'sirlarga yuqori bardoshlilikni ifoda etish imkoniyatini oshiradi.

To'rtinchi faktor bilan musobaqa motivatsiyasi ($r=0,71$), stabillik-bardoshlilik ($r=0,75$) yuqori bog'liqlik, o'zini boshqarish ($r=0,59$), emotsional barqarorlik ($r=0,61$), stress barqarorlik ($r=0,64$) ahamiyatli bog'liqlikni ifodalagan. Sportchilarning jamoadoshlar bilan munosabat ijobiy

bo'lishi, yangi jamoaga qo'shilganda tez moslashib ketishi ularning musobaqada g'alabaga erishish motivatsiyasi yuqoriligi, turli tashqi ta'sirlarga yuqori bardoshlilikni saqlab qolishiga yordam beradi.

Beshinchi faktor bilan emotsional barqarorlik ($r=0,72$), stress barqarorlik ($r=0,71$), o'zini boshqarish ($r=0,75$) yuqori bog'liqlik, stabillik-bardoshlilik ($r=0,64$) ahamiyatli bog'liqlik, musobaqa motivatsiyasi ($r=0,41$) o'rta bog'liqlikni ifodalagan. Sportchilarning o'qishdagi o'zlashtirish, oilaviy qarashlar, futboldan tashqari faoliyat turlari ijobiy bo'lishi ularning musobaqa davomida emotsional barqarorligi, stress barqarorligi, o'zini boshqarishi me'yoriyligini ta'minlashga asos bo'ladi.

Xulosa: O'smir futbolchilarning faoliyatida yuzaga keladiga to'siq va qiyinchiliklarga nisbatan chidamlilikni oshirish, ayniqsa musobaqa jarayonida sportchilarning psixik barqarorligini saqlab qolish hamda oldinga g'alaba sari intilishini ta'minlashda musobaqa faoliyatida yuqori natijaga erishish uchun asosiy omil ekanligi namoyon bo'lgan.

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REZYUME. Ushbu maqolada o'smir futbolchilar faoliyatida yuzaga keladigan to'siq va qiyin vaziyatning shakllari hamda ta'sir darajasi aniqlangan. Bunday vaziyatlarga sportchilarning chidamliligini oshirish zarur bo'lgan irodaviy sifatlar belgilangan. Musobaqa jarayonida o'smir futbolchilar psixik barqarorligini saqlab qolish uchun to'siq va qiyin vaziyatning psixik barqarorlik komponentlari bilan bog'liqligi ochib berilgan.

РЕЗЮМЕ. В данной статье определены виды препятствий и сложных ситуаций, возникающих в деятельности футболистов-подростков, и уровень их влияния. Определены волевые качества, необходимые для повышения устойчивости спортсменов к подобным ситуациям. В целях сохранения психической устойчивости футболистов-подростков во время соревнований выявлена связь препятствий и сложных ситуаций с компонентами психической устойчивости.

SUMMARY. This article identifies the types of obstacles and difficult situations that arise in the activities of teenage football players and the level of their influence. The volitional qualities necessary to increase the athletes' resistance to such situations have been identified. In order to maintain the mental stability of teenage football players during competitions, a relation between obstacles and difficult situations with the components of mental stability has been identified.

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ABROAD STUDY ABOUT THE PROBLEM OF CONCERN IN PRESCHOOL CHILDREN

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Tayanch so'zlar: qo'rquv, xatti-harakatlar, tashvish, tashvish, ijtimoiy vaziyatlar, ijtimoiy muhit, yolg'izlik, xavf, tahdid.

Ключевые слова: страх, поведение, тревога, беспокойство, социальные ситуации, социальная среда, одиночество, опасность, угроза.

Key words: 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.

Concepts of anxiety began to appear in bion 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].

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;

VI 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 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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РЕЗЮМЕ. Ushbu maqolada katta yoshdagi maktabgacha yoshdagi bolalarda ruhiy hodisa sifatida tashvishning turli xil ta'riflari, xorijiy psixologlar tomonidan «tashvish» atamasining nazariy tahlili, xorijiy manbalarda turli shakllarda o'rganilgan tashvishning ilmiy asoslari tasvirlangan.

РЕЗЮМЕ. В данной статье описаны различные определения тревожности как психического явления у старших дошкольников, теоретический анализ термина «тревожность» зарубежными психологами, научные основы тревожности, изучаемые в различных формах в зарубежных источниках.

SUMMARY. 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.

РЕЗУЛЬТАТЫ ПСИХОЛОГИЧЕСКИХ ИССЛЕДОВАНИЙ ПРОБЛЕМ МЕЖЛИЧНОСТНЫЕ ОТНОШЕНИЯ МЛАДШИХ ШКОЛЬНИКОВ

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Ключевые слова: общение, межличностные отношения, формирование личности, социометрия, изолированные дети, младший школьный возраст.

Key words: communication, interpersonal relationships, personality formation, sociometry, isolated children, elementary school age.

Проблема общения является одной из центральных проблем современной психологии. Именно в общении происходит формирование личности, её важнейших свойств, нравственной сферы, мировоззрения.

Учебная деятельность школьников неразрывно связана с общением. Поэтому нарушения общения школьника со сверстниками, с учителем отражается на отношении ученика к учебе, к одноклассникам и формировании таких качеств как самооценка, тревожность, агрессивность, коммуникативность [1:19].

Межличностные отношения возникают на основе личных симпатий и привязанностей детей. Ребенок стремится занять определенное положение в классе. Он по - своему воспринимает и переживает свое положение в классе, которое является очень важным для него.

Классному руководителю необходимо уметь хорошо ориентироваться в детских отношениях, знать социально – психологические особенности межличностных отношений, чтобы направлять их и оказывать нужное влияние [2:86].

В данной статье мы хотим остановиться на результатах психологических исследований проблем общения, а также межличностных отношений, возникающих в общения между учащихся младших классов. Исследования проводились в школах г. Нукуса Республики Каракалпакстана с учащимися 2-4 классов. Этот возрастной период в психологии характеризуется как младший школьный (7-10 лет) и младший подростковый (11-12 лет).

Результаты нашего исследования позволяют по – новому взглянуть на сегодняшнего школьника, увидеть его проблемы и понять его таким, какой он есть.

Наиболее эффективным психологическим методом изучения межличностных отношений является известный метод социометрии, означающий измерение межличностных отношений.

Учащимися были предложены 3 социометрических вопроса:

1. Кого из учащихся вашего класса вы пригласили бы на свой день рождения?

2. С кем из учеников вашего класса вы хотели бы сидеть за одной партой?

3. Представьте себе, что ваш класс собирается идти в поход в горы. Кого из учеников вашего класса вы выбрали бы командиром похода?

На каждый вопрос нужно было сделать 2 – 3 выбора, т.е. написать фамилии учащихся. Метод социометрии позволяет выделить четыре группы в межличностных отношениях в зависимости от полученного числа выборов. Так попадают, учащиеся, набравшие 50% попадает в разряд лидеров, 60 % и более – попадает в разряд «звезды», 30- 40 % - в группу предпочитаемых, 21-29% - в группу «пренебрегаемых», а 10-20% или не получивших ни одного выбора попадает в разряд «изолированных».

Наблюдения за учащимися позволяют учителю выявить, к какой группе можно отнести их. Однако не всегда мнение учителя совпадает с результатами социометрического опроса. Учитель иногда удивляется, что учащийся, казалось бы, со всеми данными «звезды» при социометрическом опросе получает незначительное число выборов и наоборот «средний» учащийся получает большое число выборов. Такой простой, на первый взгляд, метод позволяет учителю изучить очень сложные взаимоотношения в классе, выявить и определить место каждого ученика в системе межличностных отношений.

Каждый вопрос в социометрии выбран не случайно и несет огромную смысловую нагрузку. Так, на вопрос о дне рождения при выборе учащиеся действуют по принципу «нравится». Мотивом выборов «сидеть за одной партой», как правило – является мотив «хорошо учиться», а мотивом выбора «командира похода» является мотив – «умение группу» [3:18].

Конечно, не все дети могут и должны получить выборы по одному вопросу. Проанализировав ответы учащихся на все три вопроса, можно получить представление о том, какое место занимает каждый учащийся в системе межличностных отношений, как он себя чувствует в той или иной роли, а также как это отражается на его отношении к учебной деятельности, к окружающим его учащимся, на его личностных качествах.

Так, например, на вопрос «день рождения» как правило, учащиеся должны проявить много взаимных выборов. Так должно быть. Если таких выборов мало, то это говорит о том, что класс не дружный, не сплоченный. И учителю надо обратить внимание, на то как организовать работу по сплочению ученического коллектива. Как правило, в дружном коллективе класс хорошо знает своего неформального лидера. Это долж-