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The first specificity of the psychological development of children

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Abstract

This article highlights the specifics of the psychological and physiological development of an early child. As we aim to bring a well-rounded, well-spoken, physically strong and intelligent child, who can contribute to the country's bright future, we must pay attention to the correct and complete development of the child from an early age. It has been proven by our great ancestors and modern educators that the upbringing of the child from the earliest years of age ensures that he or she is fully developed. The article emphasizes that parents need to take into account the formation of child speech skills and the formation of elementary elements of will.

Keywords: mental development, infancy, speech skills, willpower, analyzer activity, elements of thinking, “motivation struggle

Introduction

Early childhoods develop more rapidly, both mentally and psychologically. The 1-year-old's childhood is a time of rapid growth of his psyche. The development of infant psychology is primarily associated with the improvement of analyzers, and secondly, the growth of independent behavior. The growth of a child's psyche cannot be distinguished from its actions. The baby will first be able to move its body and then move it around, which will help the child's nervous system and psychology grow (Lal, Suleimenov, Stewart, & Hansen, 2007 ^[8]; Radnor Zoe (School of Business and Economics, Loughborough University, Loughborough & O'Mahoney (Cardiff Business School, Cardiff University, Cardiff, 2013) ^[10].

During the newborn's life (about 2 months), its activity is limited to meeting only the most basic organic needs (about 20 hours of sleep). The child spends most of his energy on physical growth as a result of prolonged sleep. At about 6-7 months, there will be an effort to imitate. The role of imitation is very important in the development of child psychology. The child acquires a lot of movement and speech, mainly through imitation. For example: if you clap your hands left and right, the child will clap in the same words. A child who has not been diagnosed with a serious illness and who is physically healthy can walk when he is 9-10 months old. It is a great event for a child to walk independently (Getz & Carlsen, 2000; Kushwaha, Halevi, Dobrzynski, & Djafari-Rouhani, 1993; Micklewright & Marnie, 2005) ^[5, 6, 9]. When a child begins to walk, there are many opportunities for his or her mental development, and the activity of a child who is walking becomes more and more free. This will help to expand the range of perceptions and make sense. Thus, the psychology of an early age should create favorable conditions for its free movement. And limiting child actions can harm the normal development of the psyche. For this reason it is best not to inject the child in such a position that it will not allow him to move.

From the earliest childhood, all psychic processes and cognitive processes begin to develop normally. During this period, the child develops involuntary attention. When a child is born, his or her attention is mainly focused on what their organic needs are. From the age of 3 to 4

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months, the bright, loud sounds that are in motion become more attractive to the child. Gradually the child's attention span increases. This is evident from the observations of the researcher Menchinskaya: "A ten-and-a-half-month-old girl is sleeping on her bed with a bright star. The girl stared at the star and waved her slaves. The girl stared at the star for a while, then moved its slaves again and stared at the star. So it's 2 minutes and 45 seconds."

Thanks to the activity of the body analyzers, the child senses heat and cold. The sensitivity of the newborn baby is stronger than that of an adult, which means that a sharp change in temperature can affect the baby more quickly. For this reason it is important to keep the temperature in the home where the baby is lying, to put soft clothes on the baby that are not too tight (Aldridge & DDcary-HHtu, 2014; Bécherel & Vellas, 1999; Bramwell, 2005) ^[1, 2, 4].

A newborn child begins to perceive the world around them as adults. His perception is very elementary, and his age, experience, and knowledge grow as the average person grows. As a result of conditional reflexes that unite some senses, the child begins to perceive the whole thing. For example, from the day a child is born, he hears his mother's voice, senses the touch of his mother's body, and sees his mother's face. These scattered impressions gradually merge into one whole image, and the image of the mother emerges in the child's eyes.

As the child moves, his or her perceptions increase. The child learns about the world around him by moving. It creates an interest in things around you. In the early age, complex mental processes begin to appear in the elements of thinking. The child develops elements of thought without speech for 6 months. It requires thinking of everything. When a child learns something new, he or she compares it to what they see, identifying them as being different or different. As the speech develops and grows, the child's thinking grows, and before the speech begins, the child goes through the preparatory phase. During the preparation, the child's sound equipment will be improved. The baby's first day's crying exercises his breathing apparatus, throat muscles, and vocal cords that are necessary for the functioning of the speech apparatus. When the child is 2-3 months of age, he or she develops non-crying behavior. If a child is healthy and has a good stomach, nothing will bother him, and for a long time he will be pronouncing sounds like "g", "k", "x". At the age of three months, the period of "buzzing" begins, which produces sounds like "irritation." When the baby is 4-5 months old he starts to squirm. Now he does not speak short and interrupted sounds, but also with melody. Then the child pronounces certain syllables such as "da", "ma", "ra-la". When the child is 8 months old, he begins to understand what adults are saying. When a child is 9 or 10 months old, a word that expresses something will give the child an idea of that. Speech growth accelerates the development of the child's thinking processes. The word helps to compare things with each other, to identify their similarities and differences, to think about things based on past experience. With the help of the word, the child learns to generalize. The earliest generalization occurs at the age of 9-10 months. The development of a child's thinking develops inextricably with speech. By the age of 1 year, the child will have a 10-20 word zone. The child begins to pronounce words like "island, grandmother, nanna, ashsha, umma, mother, mother, brother, amma." The child first learns words that mean the name of the objects around them.

The child usually begins to use a word to express his wish. For example, the word "bear" means "bear me up" and "bear my stomach hungry." The growth of child speech is largely dependent on adults. The more a child imitates the speech of an adult, the more accurate and clear the speech is, it plays a major role in the child's speech development.

During infancy, the child develops buds of future will processes. We cannot yet speak about the processes of complete willpower here. These are just some of the elements of the will process, but they are important for the growth of the will. From the moment a child is able to control his or her body, the will begins to grow. This will allow the child to act voluntarily as well as voluntary actions. By the time the child is 6 months old, he or she has first volunteered to play toys, throw them away, try to bring them in, and so on. surface. When the child is 6 months old, it plays an important role in imitating the behavior of adults. When the child is 7-8 months old his behavior is complicated - the child tries to crawl and get up. These are voluntary actions. The child can see the basic elements of voluntary behavior as he walks. For this, it is enough just to look at the child's first glance.

The boy gets up and shakes, because his legs are still weak and unable to lift his body. He wants to step in, but is afraid of falling. Finally, he barely makes the first step, loses balance and fails, falls, and becomes frightened. He wants to get up and walk again, but is afraid to fall again. The child will continue to struggle for a while and then take the second step. He still has no fear, he is trying to overcome all the difficulties and gain strength. He will eventually overcome these challenges and achieve his goal. The will of the child grows in such a way of activity, overcoming difficulties. As the child's speech progresses to one year of age, his or her mind grows rapidly, which leads to further development of the will. The child now becomes more aware of the purpose of his actions, obeys what adults have to say, and listens to adults. Fulfills requests that are less complicated. For example, if you want to give something to him, he will take it, put it in his place, and so on. All this contributes to the growth of the will.

As a result, the first years of the child's mental processes active in its activities, the various movements, learn more things around the process, the future development of mental processes, to the further development of the preschool educational institutions working in the most important tasks of teachers, caregivers and parents

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