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problems in the scientific activities of young
researchers and students: theory and
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Innovation, integration and modern problems in the scientific activities of young
researchers and students: theory and practice collection of materials of the
international scientific and practical conference on the topic

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In the collection of materials of the conference, the role and role of Science, Education and production in the era of globalization, the pressing problems of the issues of interaction of these processes, feedback on their solutions were presented by mature specialists of the field.

In addition, research on the scientific and practical topic, carried out in the economics, Exact Sciences, Natural Sciences and socio-humanities during the globalization period, information is presented in the scientific and practical fields, which includes the latest innovative technologies in the fields of production.

It can be argued that this collection is one of the specific intersections of current thoughts and innovative ideas of the world of science. This scientific and practical conference was actively attended by professors and scientific researchers engaged in scientific research in Uzbekistan and foreign countries. In increasing the position of the scientific and practical conference, the professors and teachers of domestic and foreign higher educational institutions made a significant contribution.

Professors and teachers of foreign higher educational institutions who actively participated in the work of the conference made a worthy contribution to the high level of interaction with scientists of our country. The processes of international cooperation with foreign countries and exchange with them in the field of Science in the era of globalization have a positive effect on the development of Higher Education, the fields of Science and production. The materials of this conference are special in that they include a wide range of research, from theoretical developments to practical solutions, demonstrating the diversity of approaches and directions in this area.

In conclusion, it should be noted that this scientific and practical conference will be a very useful collection for everyone who is interested in modern research in the fields of further development of Higher Education, Science, Education and production in the era of globalization. The authors are responsible for the content and quality of the articles and abstracts included in the collection.

KICHIK MAKTAB YOSHIDAGI BOLALARDA XAVOTIRLANISH VA QO'RQUV EMOTSIONAL HOLATLARINING NAZARIY TAHLILI

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Annotatsiya: Mazkur maqolada kichik maktab yoshidagi bolalarda xavotirlanish va qo'rquv emotsional holatlarining psixologik mohiyati, ularning shakllanish omillari hamda ilmiy tadqiq etilganlik darajasi nazariy jihatdan tahlil qilinadi. Shuningdek, bolalarda xavotirlanishni aniqlashda qo'llaniladigan "Oila rasmi" proektiv metodikasi va xavotirlanish shkalalarining ahamiyati yoritiladi. Tadqiqot natijalari bolalarning emotsional rivojlanishida oila muhitining muhim rol o'ynashini ko'rsatadi.

Kalit so'zlar: xavotirlanish, qo'rquv, emotsional holat, kichik maktab yoshi, oila rasmi metodikasi, psixodiagnostika.

Kirish

Kichik maktab yoshi (6–10 yosh) bolalar rivojlanishida muhim psixologik bosqich hisoblanadi. Ushbu davrda bola yangi ijtimoiy muhit — maktab tizimiga kirib boradi, bu esa uning emotsional holatiga sezilarli ta'sir ko'rsatadi. Aynan shu davrda bolalarda xavotirlanish va qo'rquv kabi emotsional holatlar kuchayishi mumkin. Xavotirlanish — bu noaniq xavf yoki muammoga nisbatan yuzaga keladigan ichki bezovtalik holati bo'lsa, qo'rquv aniq ob'ekt yoki vaziyat bilan bog'liq emotsional reaksiyadir. Ushbu ikki holat bolaning psixik rivojlanishiga, o'qish faoliyatiga va ijtimoiy moslashuviga bevosita ta'sir qiladi. Zamonaviy psixologiyada bolalardagi xavotirlanish darajasining oshib borayotgani kuzatilmoqda. Bu esa mazkur muammoni chuqur nazariy va amaliy jihatdan o'rganishni talab etadi.

Mavzuning o'rganilganlik darajasi: Kichik maktab yoshidagi bolalarda xavotirlanish va qo'rquv muammosi ko'plab xorijiy va mahalliy olimlar tomonidan o'rganilgan. Psixoanalitik yo'nalish vakillari xavotirlanishni ichki ziddiyatlar natijasi sifatida talqin qilganlar. Ularning fikricha, bola ong ostidagi qo'rquvlar uning xulq-atvorida namoyon bo'ladi. Biheviyistik yondashuv tarafdorlari esa xavotirlanishni o'rganilgan reaksiya sifatida ko'rib, tashqi muhitning ta'sirini asosiy omil deb hisoblaydilar. Kognitiv psixologiya vakillari xavotirlanishni bolaning atrof-muhitni noto'g'ri baholashi bilan bog'laydilar. Ularning fikricha, bola vaziyatni xavfli deb qabul qilsa, xavotirlanish yuzaga keladi. Mahalliy tadqiqotchilar ham ushbu masalaga katta e'tibor qaratganlar.

Ular bolalardagi xavotirlanishning shakllanishida:

- oila muhiti
- ota-ona munosabati
- tarbiya uslubi
- maktabdagi psixologik iqlim katta rol o'ynashini ta'kidlaydilar.

Shuningdek, ilmiy tadqiqotlarda kichik maktab yoshida quyidagi qo‘rquv turlari ko‘p uchrashi aniqlangan:

- maktab bilan bog‘liq qo‘rquvlar
- baho olishdan qo‘rquv
- o‘qituvchidan qo‘rquv
- tengdoshlar bilan muloqotdagi qo‘rquv

Bu esa mazkur muammoning kompleks xarakterga ega ekanligini ko‘rsatadi.

Xavotirlanish va qo‘rquvning psixologik mohiyati

Xavotirlanish va qo‘rquv bir-biriga yaqin, ammo mazmunan farq qiluvchi tushunchalardir.

Qo‘rquv — aniq tahdidga nisbatan yuzaga keladigan qisqa muddatli emotsional reaksiya. Masalan, bola qorong‘ilikdan yoki baland tovushdan qo‘rqishi mumkin.

Xavotirlanish esa ko‘proq umumiy, noaniq xavf bilan bog‘liq bo‘lib, uzoq davom etuvchi ichki zo‘riqish holatidir.

Kichik maktab yoshidagi bolalarda xavotirlanish quyidagi belgilar orqali namoyon bo‘ladi:

- o‘ziga ishonchsizlik
- tez-tez hayajonlanish
- uyatchanlik
- somatik belgilar (yurak urishi tezlashishi, terlash)

Psixologik tadqiqotlar shuni ko‘rsatadiki, yuqori darajadagi xavotirlanish bolaning:

- diqqat jarayoniga
- xotirasiga
- o‘quv faoliyatiga salbiy ta’sir ko‘rsatadi.

Xavotirlanish va qo‘rquvning shakllanish omillari

Bolalarda xavotirlanish va qo‘rquvning shakllanishi ko‘plab omillar bilan bog‘liq:

1. Oila muhiti

Oila bolaning birinchi ijtimoiy muhitidir. Haddan tashqari qat’iy yoki befarq tarbiya uslubi bolada xavotirlanishni kuchaytiradi.

2. Ota-ona munosabati

Ota-onaning doimiy tanqidi, yuqori talablar qo‘yishi yoki mehr yetishmasligi bola psixikasiga salbiy ta’sir qiladi.

3. Maktab muhiti

O‘qituvchining munosabati, sinfdagi raqobat va baholash tizimi bolada qo‘rquv va xavotirni kuchaytirishi mumkin.

4. Individual xususiyatlar

Ba’zi bolalar temperamentiga ko‘ra ko‘proq xavotirli bo‘lishi mumkin.

“Oila rasmi” metodikasi va uning ahamiyati

Bolalarda emotsional holatni aniqlashda proektiv metodlar muhim o‘rin tutadi. Shulardan biri — **“Oila rasmi” metodikasi** hisoblanadi.

Ushbu metodika bolaga o‘z oilasini rasm orqali tasvirlashni taklif qilishga asoslangan. Bola chizgan rasm orqali uning:

- oila a‘zolariga bo‘lgan munosabati
- ichki kechinmalari
- qo‘rquv va xavotirlari aniqlanadi.

Metodikaning afzalliklari:

- bola o‘z fikrini erkin ifoda etadi
- yashirin emotsional holatlar aniqlanadi
- psixologik bosim sezilmaydi

Tahlil mezonlari:

“Oila rasmi”ni tahlil qilishda quyidagilar e‘tiborga olinadi:

- rasmda kimlar tasvirlangan
- ularning joylashuvi
- o‘lchamlari
- ranglar
- detal darajasi

Masalan:

- bola o‘zini kichik qilib chizsa — bu o‘ziga ishonchsizlik belgisi
- ota-onani uzoqda joylashtirsa — emotsional sovuqlikni bildiradi
- qorong‘i ranglardan foydalanish — ichki xavotir belgisi

Xavotirlanish shkalalari va ularning qo‘llanilishi

Bolalarda xavotirlanish darajasini aniqlash uchun maxsus psixologik shkalalar qo‘llaniladi.

Ular yordamida:

- xavotirlanish darajasi (past, o‘rta, yuqori)
- uning turi
- namoyon bo‘lish shakli aniqlanadi.
- Xavotirlanish shkalalari odatda quyidagilarni o‘z ichiga oladi:
- savolnoma
- kuzatish
- baholash mezonlari

Ushbu metodlar “Oila rasmi” metodikasi bilan birgalikda qo‘llanilganda yanada aniq natija beradi. Chunki biri sub‘ektiv ifodani, ikkinchisi esa miqdoriy baholashni ta‘minlaydi.

Nazariy tahlil va umumlashtirish Nazariy manbalar tahlili shuni ko‘rsatadiki, kichik maktab yoshidagi bolalarda xavotirlanish va qo‘rquv:

- tabiiy, lekin nazorat qilinishi zarur bo‘lgan holat
- noto‘g‘ri tarbiya natijasida kuchayuvchi muammo
- o‘qish jarayoniga salbiy ta‘sir ko‘rsatuvchi omil hisoblanadi.

Shuningdek, tadqiqotlar quyidagilarni tasdiqlaydi:

- xavotirlanish va qo‘rquv o‘zaro bog‘liq
- oila muhiti hal qiluvchi rol o‘ynaydi
- erta diagnostika muhim ahamiyatga ega

Xulosa

Kichik maktab yoshidagi bolalarda xavotirlanish va qo‘rquv emotsional holatlari psixologik rivojlanishning ajralmas qismi hisoblanadi. Biroq ularning yuqori darajada namoyon bo‘lishi bolaning shaxs sifatida shakllanishiga salbiy ta‘sir ko‘rsatadi.

“Oila rasmi” metodikasi va xavotirlanish shkalalari bolalarning emotsional holatini chuqur o‘rganishda samarali vosita hisoblanadi. Ushbu metodlar yordamida bolalardagi ichki kechinmalarni aniqlash va o‘z vaqtida psixologik yordam ko‘rsatish mumkin.

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