VOLUME 03 ISSUE 09 Pages: 85-89

SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741)

OCLC - 1368736135













Website: Journal http://sciencebring.co m/index.php/ijasr

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Research Article

PSYCHOLOGICAL CAUSES OF EMOTIONAL PROBLEMS IN **SCHOOLCHILDREN**

Submission Date: September 11, 2023, Accepted Date: September 16, 2023,

Published Date: September 21, 2023

Crossref doi: https://doi.org/10.37547/ijasr-03-09-15

Askarova Nargiza Abdivalievna

Tashkent University Of Applied Sciences. Associate Professor, Doctor Of Philosophy In Psychology, Uzbekistan

ABSTRACT

The psychological well-being of a child throughout his time in primary school is largely determined by how successfully his school adaptation was. Successful adaptation to school is due to a high level of school readiness.

KEYWORDS

Adaptation, maladjustment, learning, psychological well-being, emotional overload, school neuroses, aggression.

INTRODUCTION

Psychological adaptation to school is expressed in one way or another in any child. Any first-grader is faced with subjectively difficult circumstances to which they have to get used, with a new group of children where they have to build relationships anew, with tasks that have to be solved for the first time. The psychological well-being of a child throughout his time in primary school is largely determined by how successfully his school

adaptation was. Successful adaptation to school is due to a high level of school readiness. According to most authors, adaptation to school takes, depending on the child's level of school readiness and a number of other circumstances, from two weeks to two months. If during this period the non-adaptive phenomena characteristic of the beginning of schooling have not passed, it is legitimate to talk about a violation of school

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adaptation. The symptom complex of difficulties associated with adaptation at school is called psychogenic school maladjustment in the literature.

The most significant component of PSD is negative emotions associated with school. Among them, the most common are: fear as an emotional response to a threatening stimulus; anxiety as a premonition of danger, a vague feeling of uneasiness; aggression as a manifestation of hostility in the child's feelings - antagonism, unfriendliness. hostility, hatred. Negative emotions towards school arise under the influence of a number of factors. These include negative experiences in attending preschool educational institutions or the lack of such experience, low levels of school readiness, and emotional problems in preschool age. But each of these factors by itself does not necessarily lead to the occurrence of PSD. Psychologists express different opinions about the nature of PSD - it is considered as a result of objective learning difficulties that the child is forced to cope with (didactogeny), as the consequences of a negative attitude or incorrect behavior of the teacher towards the child (didaskalogeny), as a result of the interaction of didactogeny and the constitutional characteristics of the child. There is also a complex point of view on the nature of PSD, according to which this symptom complex of difficulties is considered as a result of the influence of many factors on the child, among which it is impossible to single out one main one. This point of view is considered the most flexible. allowing to take into account a maximum of

various causes of this phenomenon. The main options for PSD are:

- unformed elements and skills of educational activities:
- lack of formation of learning motivation;
- inability to voluntarily regulate behavior;
- inability to adapt to the pace of school life.

Many signs of PSD have the appearance of neurotic symptoms, therefore, along with this term, it is used in the literature as an alternative name "school neuroses". Sometimes they appear as a symptom complex. For example, a child may have fears about school, an acute reluctance to go to school in the morning, crying, nausea, asthmatic or skin reactions. Sometimes PSD looks like a neurotic monosymptomatic that catches everyone's eye. Several years ago, when not all Russian schools had yet switched to the 1-4 program, in one state school-gymnasium the elementary school worked on the 1-3 system. There were strict age restrictions for admitting children to this gymnasium - due to the great complexity of the programs requirements for school readiness, children under 7 years old were not accepted there. The parents of the boy, who was 6 and a half years old when he started school, showed enviable persistence and literally forced the school administration to admit the child to 1st grade. Despite good intellectual readiness for school, the child was not sufficiently prepared for learning on a personal level and, moreover, did not have high Emotional overload emotional stability. associated with the increased complexity of educational programs and high demands on

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children led to the emergence of school maladaptation, which, at first impression, was a neurotic monosymptomatic. Towards the end of the second quarter, the boy, sitting in the classroom by the window, began to chew the curtains. No other manifestation of his emotional problems was so vivid. The parents had to take the child out of school.

Social factors of school adaptation. The most important factor ensuring a child's adaptation to school is the teacher's attitude towards him. It is well known that the position of a junior schoolchild in a group is determined to a decisive extent by the teacher's attitude towards him. A teacher's friendly, even, accepting attitude contributes to the child's successful adaptation to school. The outstanding American psychologist E. Erickson spoke about the enormous importance for the development of a child's personality at school age of communication with a teacher who can be trusted. The child's family also plays a huge role as a factor in psychological adaptation to school and as a factor in psychological well-being. Parental attitude, in which a first-grader receives support, understanding of his emotional difficulties, and sympathy in case of failure, contributes to the development of self-confidence and adequate self-esteem in the younger student. A family with confused intra-family relationships is unfavorable for the psychological well-being of a child, in which he is required to completely submit to the demands of society, and is punished for non-compliance with external requirements. The mechanism by which such a family has a negative impact on the formation of the child's

educational activity is considered by the famous family psychotherapist A. Ya. Varga: "Suppose a child has some problems at school, and they often happen at the beginning of education, because the first class is a great stress for a child, especially if his lifestyle before school was gentle.

If a child has not been to any kind of child care institution before school, and then finds himself in a regular class where there are 30 children and the teacher calls the children by their last names, then this situation is very difficult for the child. In this case, he may not be able to cope with the demands to be successful. family's unsuccessful child does not receive support and help in the family, because there are no internal rules; all family rules are attached to social ones. In such a family, the teacher is always right, an adult cannot be criticized, if he gets a bad mark, it is his own fault, etc., etc. And then it only gets worse, because in this case the child has no opportunity to overcome his difficulties. Adults do not help him, do not give him emotional support, do not instill confidence in his strength, but only increase the burden of failure. The price for this is the end of the child's cognitive activity in general." It should be noted that in such a family all its members suffer. For this reason, it is likely that there is simply no one in the family to provide emotional support to the first-grader, while he needs it. Thus, the difficulties of school adaptation of a first-grader with normal intelligence, in which the child can successfully study at school, indicate that the child needs emotional support and attention from the teaching staff and the school psychologist.

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Emotional problems in primary school age. There are several groups of children who have a higher risk of emotional disorders. These include, first of all, anxious and aggressive children. Anxiety begins to become a stable personality trait at primary school age. During primary school, situational anxiety, i.e. the tendency to experience anxiety in a certain situation, which can actually cause such emotions, begins to be fixed in the personality structure, i.e. becomes personal anxiety. In preschool age, the prerequisites for the formation of personal anxiety arise with an authoritarian style of raising a child, combined with a high level of aspirations and expectations of parents in relation to the child, and with overprotection, when anxious parents reproduce this quality in their child.

If one of the parents is anxious and shows exaggerated concern for the child, his life and health, this gives rise to a feeling of instability in the world around him, a premonition of danger approaching from all sides. The child is afraid to live and go beyond the usual relationships, focusing only on the family. But with artificial restrictions on the child's social experience, the family does not provide him with the experience of reliability and security. Hence the feeling of defenselessness, lack of self-confidence, and high anxiety. Even more often, children become anxious when they are presented with unbearable demands in the family, show irritation more often than anxiety, and constantly and openly express dissatisfaction with their behavior. A trait unfavorable for the development of personal anxiety is a combination of such child

character traits as vulnerability, increased impressionability, and suspiciousness. combination of traits appears for the first time just when the child enters school; with this combination, the risk of developing personal anxiety increases. Early personal anxiety is considered the result of a violation of the parentchild relationship. It can manifest itself in the absence of unconditional parental love, rejection of the child for who he really is - ugly, not very smart, too playful or, conversely, quiet and withdrawn. But usually anxiety increases sharply during preparation for school. Parents, who previously did not react to what the child is doing, begin to make too high demands on him. Expecting great success, they become nervous and irritated by the lack of it. Anxious children perform below their abilities in first grade, and some may become academic failures.

The transition from primary to secondary school is associated with significant emotional stress for a child. Many children at this time have anxious expectations of failure in learning. Research by psychologists shows that the least emotionally well-off are two groups of children - those who studied with excellent grades and those who did poorly. The former is characterized by anxious expectations associated with a possible drop in academic performance due to learning difficulties in secondary school, and the fear of losing a high group status. Low-achieving children fear a deterioration in their already low educational achievements. An increase in anxiety at this age is also caused by fundamental changes in the social situation of development. So, when moving from

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primary to secondary school, the number of children with high anxiety increases. When working with children with severe anxiety, psychologists use questionnaires to find out what aspects of school life cause anxiety in the student and how much school anxiety is expressed in the child compared to other types of anxiety.

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