



PSYCHOCORRECTION OF THE RELATIONSHIP BETWEEN THE EDUCATOR AND CHILDREN IN PRESCHOOL EDUCATION

Mominova Xijran Eldarovna

Teacher of the Department of General Psychology, Andijan State University, Andijan, Uzbekistan

ABSTRACT

Forms of work on psychological education are different: it is lectures and discussions at methodical meetings, meetings of parents and educators, group and individual counseling, preparation of notes, psychological and psychological-pedagogical selection and distribution of publications, etc. A psychologist working in a child care institution should, first of all, tell the community and parents about their responsibilities and activities, and give them an idea of how to help.

KEY WORDS: *psychological education, educator, psychological-pedagogical selection, kindergarten, emotional state.*

DISCUSSION

Psychological correction is the activity of a psychologist aimed at the child's learning, behavior, interaction with other people - children and adults, the discovery of his potential creative resources. The purpose of this activity is to create conditions for the discovery of the child's potential, to correct deviations in mental development. If in correctional work the psychologist wants to bring the child closer, if he has a certain standard of mental development, in developmental work he should pay attention to the standards of middle-aged development in order to create conditions for the child to rise to the optimal level of development. I need. The kindergarten psychologist, within the scope of his / her professional powers, conducts corrective and developmental work when working with children with a level of mental development that meets age norms. [1] The development of the child within the age norms does not exclude the existence of certain problems in the cognitive, emotional, motivational, voluntary, behavioral and other areas that may be the object of the psychologist's corrective and developmental activities. It should be borne in mind that if the deviation is large, the child should be referred to a psychological, medical-pedagogical commission or on the advice of psychological, pedagogical and medical-social centers. Subsequent corrective and developmental work with these children is based on the findings and recommendations of the psychological, medical and pedagogical commission with the participation of

psychologists, speech pathologists, treating physicians and other specialists. Corrective work should be built as a holistic, meaningful activity of the child, corresponding to the system of relationships in his daily life, and not as a separate exercise for the simple training of skills or improving psychological performance.

It should be clarified that child psychology is not a branch of medicine - it is the study of the laws of normal development of the child and the main task of the psychologist is to ensure such development, to create the necessary conditions for this. It is necessary to warn the psychologist about the immediate elimination of negative or inadequate attitudes towards him, and to establish cooperation with adults in the educational process.[2] The topics of lectures, discussions, consultations may vary depending on the specific circumstances, but some of them can be recommended to any kindergarten. Here is a sample list:

1. The importance of the child's natural characteristics, his living conditions and upbringing in mental development;
2. Psychological characteristics of children of different preschool years;
3. Age-related developmental crises and conditions for their successful resolution.
4. The evolving importance of different children's activities - games, pictures, making different things, etc. ;
5. The impact of family relationships on the mental development of the child;



6. Creating conditions for the emotional state of the child;
7. Features of the approach to "difficult" children;
8. Adaptation of the child to the institution.

Of course, it was possible to continue this list. But the main thing is not the topics of conversation itself, but the thoughts about the life and development of children that the psychologist wants to convey to educators and parents. All participants in the educational process need to be convinced that the child is not only preparing for the future, but already living in this life, and the most important task of adults is to make this life as full and happy as possible. (This does not mean that adults should force children at all times and in all things, to go to any, often unfounded and impossible desires).[3]

Success in development depends in many ways on the fact that educators can leave the usual scheme with a single, correct development, which is accompanied by a strict list of types of children's activities programs available in our institutions. is defined (as if the person provides this program "all-round" and even "appropriate" development.). The psychologist should keep in mind the influence of different types of children's activities on development and that there is a wide range of mutual compensation between those that can be better organized by adults and those in which the child is more prone.

Once upon a time, the great Russian psychologist L.S. Vygotsky According to preschool education is different from school education because the child turns our program into his or her own program only. The art of the psychologist is to help educators and parents with clear curricula and parents to become their own children. And the main way to do this, he says, is to engage the child in active and fun activities that vary according to age, personality, and adult experience, knowledge, and skills.

What are the centralized achievements of preschool mental development? The largest researcher of preschool children, A.V. Zaporozhets showed that such achievements require figurative forms of cognition (cognition, visual-figurative thinking, imagination) and social emotions (compassion, love for loved ones, good intentions to peers). In addition to these formations, children need to develop many other psychological qualities necessary for a successful transition to school, in particular, the basic forms of logical thinking, the ability to regulate their own behavior, and self-management.

The most common form of correction in preschool children is play. Play activities can be used successfully both in correcting a child's personality and in developing his or her cognitive processes, speech, communication, and behavior. Also, a form of correction in preschool age is the use of a specially

organized learning activity, such as the method of gradual formation of mental movements.

Developmental correction is accelerating in nature. It seeks not to practice and improve what the child has already acquired, but to actively shape what the child should achieve in the near future in accordance with the laws and requirements of age-related development and the formation of the child's personality. In other words, in developing a strategy for corrective action, attention is not limited to development needs in the current situation, but to development prospects. The importance of correctional work is that it allows the child to feel promising in activities that are important to him or her. In this direction:

- building a method of individual development, work planning;
- Conducting correction and development classes with children in the speech group (adults) in order to develop cognitive processes and speech skills;
- Conducting correction and development classes with children of the preparatory group in order to form psychological readiness for school (development of mental processes, motivation to study at school);
- Individual lessons with children with moderate and low levels of mental processes, psychological readiness for school.

A psychologist must be able to master his profession and organize only one thing - the child to be a confident person. In addition, the child should appreciate the ability to open and develop the edges, to help him in difficult situations in growth, to accept the hidden aspects of his unique personality.[4] After high school, when a specialist comes to work as a psychologist in kindergarten, behind him there are many practical questions that are collected only theoretical knowledge and need to be addressed in practice, and in this case the theorist faces practical questions, and he should be able to solve problems.

One of the most important tasks of the psychologist is to ensure the true humanity of educational work in the kindergarten, to change the usual direction of staff in the implementation of programs, taking into account the child, his well-being, needs and interests. Such a transition is very difficult in the context of occupations within the group, which primarily means rejecting the disciplined model of education and shifting to a person-centered model. The psychologist should look for ways to change the organization of children's lives in groups of children and invite them to the kindergarten administration. Thus, it is recommended to divide them into small groups so that if the lesson is held in one of the small groups, the rest of the children can freely choose any activity (play, make, draw) that they like.



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