

SCIENTIFIC STUDY OF CHILD PSYCHOLOGY

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Abstract: *children's life style, how they live in the family, family environment, parental attitude, child upbringing, psychological processes during the child's youth and adolescence are constant development.*

Key words: *child psychology, research, adolescence, speech therapy, rhinolalia, longitude.*

Child psychology is a field of psychology that studies the general and special features of children's psychological development, how this process takes place at different age stages, the driving forces and laws. That is why child psychology is often called youth psychology.

Child psychology studies the emergence and development of psychological processes (educational, speech, emotional, volitional, etc.), the development of psychological characteristics, the development of various activities (various games, studies, work), and the formation of a child as a person. Child psychology uses the general research methods developed in general psychology, but it would be safe to say that it has its own characteristics. The reason is that all children do not think the same and do not act the same. They are in different psychological states. All children are alike in only one aspect, that is, in their playfulness and innocence. In the study of age characteristics of a child, cross-sectional and longitudinal studies are conducted. It will also be possible to psychologically examine children through the methods that have been known to us for a long time. Below, I will tell you how to study the characteristics of a new child's personality:

- In the first case, a single psychological process is studied simultaneously in children belonging to different age groups.

- In the second case (longitude), the mental characteristics of certain (separately selected) children are studied for many years.

This, in turn, provides an opportunity to observe the general course of their psychological development. Children's psychology mainly focuses on parents' feeling of trust, respect, support, and attention to the child, possible and non-possible situations. What is bad for the parents, the child considers it bad. Whoever is loved by the parents is a good person for the child. This condition lasts until the child is 10-12 years old. After that, the child begins to learn to draw conclusions on his own. Therefore, every action of the children is considered to be your reflection in the mirror. The problem of development in classical behaviorism is revisited in social learning theory, the strongest branch of modern American developmental psychology. Research on cognitive development is also undergoing a change - the goal of epistemic research is to study a particular child in the real conditions of his life. Among all these wonderful achievements of Western psychology, L. S. Vgotsky carried out a truly revolutionary process in child psychology. He offered a new understanding of the

course, conditions, source, form, uniqueness, driving forces of the child's mental development. He described the stages of the child's development and the transitions between them, identified and formulated the main laws of the child's mental development. Today, any educated person will answer the question of what childhood is, that childhood is a period of advanced development, change and learning. But only scientists understand that this is an era of paradoxes and contradictions, and the process of development cannot be imagined without them. V. Stern, J. Piaget, I. A. Sokolyansky and others wrote about the paradoxes of child development. D. B. Elkonin says that paradoxes in child psychology are the secrets of development.

D.B. Elkonin always begins his lectures at Moscow University by describing two main paradoxes of child development, among which, if there is a need for child development, a historical approach is important for understanding childhood. Let's take a look at them:

Humans are born with only the most rudimentary mechanisms to sustain life. In terms of physical structure, organization of the nervous system, types of activities and methods of its regulation, man is the most perfect creature in nature. Childhood is a period of complete social and psychological maturity from birth; during this period, the child becomes a full-fledged member of human society. In addition, childhood in primitive society is not as long as childhood in the Middle Ages or in our days. Human childhood stages are a product of history and can change just as they did thousands of years ago. Therefore, it is impossible to study the laws of a child's childhood and its formation outside of the laws that determine the development of human society and its development. The duration of childhood is directly proportional to the level of material and spiritual culture of society.

It is known that the theory of cognition and dialectics should be formed from the history of separate disciplines and the history of the mental development of the child. Special attention should be paid to the mental development of the child, which should be distinguished from the development of the child in ontogeny and from the uneven development of children in different modern cultures. The problem of childhood history is one of the most difficult problems in modern child psychology, because it is neither observational nor experimental. It can be said that the theory existed before the experimental facts. Theoretically, the question of the historical origin of childhood was developed in the works of P. P. Blonsky, L. S. Vgotsky, and D. B. Elkonin. According to S. Vgotsky, the progress of the child's mental development does not obey the eternal laws of nature, the laws of the organism's maturity.

In conclusion, it can be said that the development of child development is a class society, he believed, "with a very clear class meaning." Therefore, he argues that there is not eternal childhood, but only historical childhood. It is not an exaggeration to say that by studying the psychology of children, we can predict what they will be like in the future and what actions they will take. Russian psychologists have also conducted research in this regard. It is necessary to develop the psychology of elementary school students in kindergarten. Until then, at home. They say that "a bird does what it sees in its nest." Therefore, making children psychologically healthy begins first of all at home.

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