



TRANSLATION STUDY OF THE FEATURES OF MANIFESTATION OF ANXIETY IN PRESCHOOL CHILDREN

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Abstract

This master's thesis investigates the psychological features of anxiety, the causes of its occurrence and forms of appearance in preschool children. The study involved young school-age children. On the basis of the methods "Zina", "Family" and "Determining the level of anxiety", the emotional state of the child, the influence of the family environment and the degree of anxiety were determined. Based on the results of the study, practical recommendations for reducing anxiety have been developed.

Keywords: preschool age, anxiety, psychological analysis, diagnosis, methodology, family environment

Introduction

Anxiety is an emotional state that results from a child's internal fears, feelings of insecurity and inability to adapt to a social environment. In psychology, anxiety has been studied in various directions and it directly affects the mental development of children. Anxiety is often confused with fear, but there are important differences between them: Fear is a natural reaction to a certain dangerous situation or subject. Anxiety is a condition associated with a feeling of internal instability and uncertainty, for no apparent reason.

Anxiety in preschoolers is an important factor that directly affects their psychological development. Its causes may depend on biological, social and



psychological factors. Parents, educators and psychologists should work together to prevent and reduce anxiety.

With the help of the projective method "Zina" by T.D. Marsinkovskaya, the level of self-esteem, self-confidence, and self-esteem of children was analyzed, and general statistical information was obtained about the state of formation of the image of "I", its stability and the level of personal reconciliation.

**Extracted from the projective methodology of T.D. Marsinkovskaya
"Zina" Differences in results (Stewart criterion)**

Scales	Guruh	n	Average Value	Dispersion	t
Self-esteem	Tajriba Thunder	41	2,90	0,72	0,74
	Nazorat guroh	39	2,81	0,73	
Self-esteem	Tajriba Thunder	41	2,80	0,81	0,42
	Nazorat guroh	39	2,75	0,82	
Self-confidence level	Tajriba Thunder	41	2,90	0,75	0,17
	Nazorat guroh	39	2,88	0,80	

In the second part of our study, in order to determine the level of children's self-esteem, projective methodology of T.D. Marsinkovskaya "Zina" was carried out in the experimental and control group. During this phase, 41 children participated in the experimental group and 39 children in the control group.

On the "Self-Esteem Level" scale, the average score for the experimental group was 2.90 points, compared to 2.81 points for the control group. When analyzed using the Student t-criterion to investigate the difference between them, no statistically significant difference was found between the results ($p > 0.05$; $t = 0.74$). The average score in the experimental group was 2.80 points and 2.75 in the control group, according to results analyzed on the "Self-Esteem Level" scale. Even according to these results, no statistically significant difference was observed between the groups ($p > 0.05$; $t = 0.42$).

The average score for the experimental group on the "Self-Confidence Level" scale was 2.90 points compared to 2.88 points for the control group. According



to the results of statistical analysis, no significant difference was found between these indicators ($p>0.05$; $t=0.17$).

The next diagnostic stage of our study — the third part concerns G. Khomentauskas' projective methodology "Family picture", through which the child's ideas about his family and the level of anxiety in family relationships are analyzed.

**Differences in results obtained on "Family picture" by G.
Khomentauskas (Stedent criterion)**

Scales	Guruh	n	Average Value	Dispersion	t
Rejection of the child in the family	Tajriba Thunder	41	1,32	0,12	0,43
	Nazorat guru	39	1,31	0,12	
Conflicts in the family	Tajriba Thunder	41	1,04	0,0063	-0,07
	Nazorat guru	39	1,05	0,0059	
Xavotir	Tajriba Thunder	41	1,28	0,04	0,99
	Nazorat guru	39	1,25	0,06	
Scavenger	Tajriba Thunder	41	0,95	0,008	0,77
	Nazorat guru	39	0,94	0,014	

In the first part of our study, we conducted the "Family Picture" method in an experimental and control group in order to find out the child's ideas about his family, his relationships with family members. In our initial experiment, there were 41 participants in the experimental group and 39 in the control group.

The average value score for the experimental group on the "rejection of a child in the family" scale was 1.32 points, compared with 1.31 points for the control group. When we analyzed them using the Stedent t criterion to investigate the statistical difference between them, no statistically significant difference was found between their results ($p>0.05$; $t=0.43$).

Analyzing the results obtained in the study on the "Family Conflicts" scale, the average value of the points scored in the experimental group was 1.04 points, and in the control group - 1.05 points. No statistically significant difference was found between them on these results ($p>0.05$; $t=-0.07$).



Whereas the mean value of points scored on the "anxiety" scale was 1.28 points in the experimental group and 1.25 points in the control group, there was no statistically significant difference between them ($p > 0.05$; $t = 0.99$).

The mean value of the scores scored on the "sparse" scale was 0.95 points in the experimental group and 0.94 points in the control group, but there was no statistically significant difference between them ($p > 0.05$; $t = 0.77$).

Based on the results of these pediatric studies, we conducted a correlational analysis on the overall results of the methodology and the defining scales of each methodology.

Initially, in order to determine the level of individual and situational anxiety of children, the correlation of scales by the method of "Determining the level of children's anxiety" by R.Temml, M.Dorki, V.Amen was examined. According to the results of the study, there is a high positive correlation between "Personal anxiety" and "situational anxiety" ($p < 0.001$; $p = 0.62$), which is correlated with the increase in personal anxiety in the child.

During the study, the degree of correlation on each scale of the "Family Picture" projective methodology, which was conducted in order to know the child's ideas about his or her family, was examined. According to the results of the study, family conflicts were associated with lower self-esteem in the child in this situation ($p < 0.001$; $r = 0.61$). This means that in the conflicts that take place in every family, children feel that they have no place in the family, which leads to a loss of self-confidence and an increase in low self-esteem.

We can see that there is also a negative correlation between the scales of "rejection of the child in the family", "anxiety" ($p < 0.001$; $r = 0.63$), "Inhibition" ($p < 0.05$; $r = 0.16$).



Indicators of correlation of anxiety detection methods in children
(R-correlation of K.Pearson)

Methodology/Va riables	Anxiety about the	Situational Concerns	Rejection of the child in the family	Conflicts in the family	Xavotir	Sedimentatio n	Self-esteem	Self-esteem	Self- confidence
Anxiety about the person	1	0.62***	-0.03	-0.02	-0.06	0.003	0.94***	0.57***	0.63***
Situational Concerns		1	-0.001	-0.075	-0.04	-0.07	0.65***	0.9***	0.96***
Rejection of the child in the family			1	0.61***	0.63***	0.16*	-0.003	0.03	0.01
Conflicts in the family				1	0.56***	0.18**	-0.01	-0.01	-0.06
Xavotir					1	0.45***	-0.01	0.02	-0.03
Sedimentation						1	0.03	-0.02	-0.08
Self-esteem							1	0.62***	0.66***
Self-esteem								1	0.9***
Self-confidence									1

* $p < 0.05$; ** $p < 0.01$; $p < 0.001$;

Based on the results of the study, certain correlations were identified between family relationships and personal feelings in the child. Specifically, the "Rejection of the child in the family" scale showed a positive correlation with the scales of anxiety ($p < 0.001$; $r = 0.63$) and "Disturbance" ($p < 0.05$; $r = 0.16$). This situation means that the rejection of the child in the family can increase the child's anxiety about the future, as well as the emergence of hesitation.

It was also found that the "Family conflicts" scale had a positive correlation with the scales of "Anxiety" ($p < 0.001$; $r = 0.56$) and "Disturbance" ($p < 0.01$; $r = 0.18$). These results suggest that an increase in family conflicts leads to an increase in the level of anxiety in the child, as a result of which the child has difficulty in expressing himself, timidity.

There was also a high positive correlation between "anxiety" and "binge talking" ($p < 0.001$; $r = 0.45$), suggesting that the disorder may be elevated in anxious infants.



High correlation between "Self-esteem", "Self-esteem", "Self-esteem" and "Self-confidence level" was revealed by studying children's self-confidence method by T.D. Marsinkovskaya ($p < 0.001$; $r = 0.62$ and $r = 0.66$, respectively; $p < 0.001$; $r = 0.9$). These results suggest that decreased self-esteem in children causes decreased levels of self-esteem and confidence.

There was also a negative relationship between the Personal Anxiety scale and levels of Self-esteem ($p < 0.001$; $r = 0.94$), Self-esteem ($p < 0.001$; $r = 0.57$), and Self-Confidence ($p < 0.001$; $r = 0.63$). This means that increased personal anxiety leads to low self-esteem, low self-esteem, and insecurity in the child.

Situational anxiety also had a similar negative correlation: levels of "Self-esteem" ($p < 0.001$; $r = 0.65$), "Self-esteem" ($p < 0.001$; $r = 0.9$), and "Self-confidence" ($p < 0.001$; $r = 0.96$) were found to be negatively correlated. This confirms a decrease in self-esteem-related scores even among children with high situational anxiety.

The results of the study clearly showed the need for psychological activities with children in preschool educational institutions. In this regard, the sufficiency of legal, administrative, scientific-theoretical, scientific and methodological foundations for psychological services in preschool education institutions has been noted in the previous chapters of the research work. Now, it is important to effectively use these opportunities, to rationally apply them in practice in the field, to attract sufficiently qualified specialists in the field, as well as to provide them with scientific and methodological manuals and psychodiagnostic tools provided for in official documents.

Based on the research, the following conclusions were reached:

1. The level of expression of anxiety in preschoolers is related to their indifferent perception of emotional states, the degree of emotional self-acceptance, which occurs through the interintegration of personal and situational factors. The study found that psychological features such as timidity, slow communicative functioning, inability to enter social relationships, insecurity, difficulty solving problems, lack of voluntary attention and willpower qualities cause anxiety. The corrective program that was structured to eliminate these problems gave effective results.



2. In assessing the level of anxiety in a child, situations such as timidity and low self-esteem associated with experiences of family rejection were identified as the main criteria, and the emotional composition of this criterion was proved by experimental studies.

3. It has been established that the formation of qualities of will in preschool children depends on their personal types, individual-psychological structure, level of communication, stability of will, originality and direction of subjective locus control.

4. Psychological indicators aimed at preventing anxiety – communication slowness, withdrawal from social relationships, inability to solve problems, lack of self-confidence, sociability and persistence are closely related to the development of personal attributes. Based on the model developed during the study, integrating them into game technologies by limiting the migration of maternal states of anxiety to the child's psyche was proposed as a psychocorrelative solution.

Based on the conclusions, the following recommendations were developed:

1. Abandoning the method of bullying in child-rearing, making a positive impact through verbal explanation and personal example.

2. In the process of education, not to place excessive demands on the child, to acknowledge the positive aspects of the child instead of constantly criticizing him for his mistakes.

3. When the child faces difficulties, provide him with psychological support, encouragement, not comparing him negatively with other peers.

4. The use of educational training programs designed by the author aimed at developing the self-confidence of the child, appropriate to their age and gender.

References

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