

PSYCHOLOGICAL FACTORS IN CHILDHOOD BEHAVIOUR DISORDERS

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Annotation: Childhood behavior disorders are complex conditions influenced by a myriad of psychological factors. This article explores the various psychological elements that contribute to the development and manifestation of behavior disorders in children. "Difficult" children are the result of pedagogical neglect. It should be noted that for children with difficult upbringing, the role of the environment, family, the team they study in, and the class is very important, and this issue is discussed in detail in the article.

Keywords: Childhood behavior disorders, psychological factors, environmental influences, genetic predisposition, family dynamics, cognitive development, emotional regulation.

INTRODUCTION

It is known that upbringing is a continuous process, which lasts from the moment a person is born until the end of his life. During this process, environmental events can negatively or positively affect a person, which determines the level of formation of his personal qualities. This is one of the most pressing problems facing the field of education.

When deeply analyzing the causes of the emergence of children without upbringing, it is necessary to pay attention, first of all, to the identity of the people who gave birth to the child, and secondly, to the social environment in which he was born and grows up. According to many, in recent times, the frequent occurrence of problems associated with "difficult upbringing" children and their sharp increase in number are confirmed. This problem can also be attributed to a number of external reasons, namely the current high flow of information - continuous watching of television, playing various games on the computer, absorbing various undesirable information through unofficial sites on the Internet, or the attention of adults, the economy in the family, etc. American practicing educators have emphasized that in order to prevent negative changes in the upbringing of a child within the framework of pedagogical services, it is necessary to influence the child first of all. To do this, it is necessary to prepare the child for change, that is, not to be confused by the influence of the external environment; to teach him to overcome various difficulties.

METHODOLOGY

According to scientists, it is possible to eliminate the difficulties in upbringing by bringing the existing negative changes in the child to the normal level of mental development. Therefore, the role of the external social environment and upbringing in the psychological development of a person and the formation of his personal qualities is of decisive importance. The force that changes human nature, influences the formation of his personality is social factors, or in other words, the growth and change of the productive forces of society, as well as production relations. In addition, a powerful factor influencing the formation of the human personality is the transfer of the acquired experiences of a person to children through the means of upbringing. It is known

that a person is never given his psychological characteristics, that is, the qualities associated with his mental aspects, through heredity. However, we should never forget that in real life, we are convinced that negative deviations in the character of a person are often associated with his genetic makeup. According to many scientists (Dubinin N.P., Sergeev B.F., etc.), the genetic characteristics of a person, congenital diseases and characteristics also directly and indirectly affect his behavior. At the same time, a number of external reasons also affect the emergence of this problem.

Development usually means two types of phenomena, and these concepts are closely related: 1) the biological, organic development of the brain, its development in terms of its anatomical and physiological structure; 2) mental development as certain levels of growth of mental (mental) development, as a specific mental maturation.

According to J. Piaget, the mental growth of a child develops on the basis of its own internal laws, passing through a number of qualitatively specific genetic stages. Education can only somewhat accelerate or slow down the process of mental maturation, but it cannot have any significant impact on the process of mental maturation. Therefore, education must obey the laws of development. For example, it is useless to teach a child to think logically if he does not have logical thinking. This is why the various stages of education are connected, regardless of the specific age at which the child's corresponding psychological capabilities mature. P.P. Blonsky attaches special importance to the role of education in the development of a child. Therefore, he emphasizes that the mental development of students directly depends on the content of the educational program. In his opinion, in the educational process, children are accustomed to acting according to certain rules. As a result of the influence of education, students develop self-control and control over their mental activity.

"Difficult to raise" children are the result of pedagogical neglect. According to L.S. Vygotsky, the life of a "difficult" teenager is the result of the nature of relationships. These are, first of all, stubborn, capricious children, and involving them in interesting activities is one of the main methods of raising them.

RESULTS

A certain part of children with difficult behaviour are undisciplined, rude children. They can be influenced by changing their activity in a targeted manner, giving them certain rights. In psychology, there are several classifications of "difficult to raise" children.

The first group is children with strong negative social views. The second group is imitators of offenders.

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The third group is children who hesitate between positive and negative behavioral stereotypes and understand their mistakes.

The fourth group is obedient to strong-willed children.

The fifth group is those who accidentally got into the path of delinquency.

It should be said that for children with difficult upbringing, the role of the environment in which they live, the family, the team they study in, the class is very large.

In order to prevent and eliminate negative vices in a child, it is necessary to pay attention to the following:

- It is necessary to determine the specific levels of psychological development of each age group;
- It is necessary to study the negative changes taking place in the upbringing of the child;
- It is necessary to develop special measures aimed at normalizing the psychological development of "difficult" children.
- Strengthen the control of teachers, educators, parents and the public on the streets of the school.
- Teach the child how to use his free time productively and monitor it;
- Use socially useful types of work productively;
- Participate in clubs taking into account the interests and abilities of the child;
- Pay attention to the actions, achievements, struggles of positive heroes to achieve these achievements;
- In all lessons, as much as possible, do not leave the child with difficult upbringing in sight for a minute. Ensure that parents are aware of psychological knowledge;
- Various activities held at school: giving him the floor at various parties, in the circle of his peers, among his friends, ensuring his active participation in them;
- Teaching him to use newspapers, radio, television and magazines correctly;
- Using methods of encouragement. If necessary, add half a point or one point to the grades he receives, and emphasize his achievements in the school in the usual way.
- If a child is involved in a disorderly, undisciplined circle, he should be quickly separated from that circle, and then the child with a difficult upbringing should be placed with disciplined students who study for "good" and "excellent" grades.

Some shortcomings and defects in children with difficult upbringing, such as stubbornness, stubbornness, rudeness, can begin even before they come to school. This, of course, is associated with family upbringing or kindergarten, school, work. Injustice has a strong impact on the child. The child sees injustice in rude shouting, mockery, in a reprimand on the way, and in the inattention of adults to the child. Injustice seems like an insult, it hurts his self-esteem, arouses his anger, and causes various forms of active (hatred) and passive (gossip and inattention) discontent in his soul. What slightly excites an adult can be a source of great trouble for a child.

DISCUSSION

Parents' praise of easy work and easy ways to earn money in front of their children, and fathers' mocking and boasting about their partner reveal the level of immorality to the child. "Hard upbringing" has a positive effect only if it is continuous and continuous. Usually, unruly, undisciplined, uninterested in work, backward and poor students in studies are considered "hard upbringing" children. Experience shows that children are different in character. Some of these children may have abnormal behavior, some may be social, and some may be "hard upbringing". Children whose behavior does not meet the moral norms and requirements of society are called

children with asocial behavior. Abnormal behavior and actions are associated with a disease of the child's brain. "Hard upbringing" children are children who have been neglected in upbringing and abandoned. They arise as a result of mistakes made somewhere, sometime, by someone, and an inability to approach them individually in upbringing. "Difficult to raise" children is a complex concept. In each of them, "difficult to raise" is a separate individual characteristic, not like other children. It has its own reason, its own characteristic, its own deviation from the norm, its own way of upbringing.

In other words, students who are left out of the normal educational process, children who cannot establish normal relationships with their peers, and who cannot find the right ways to reveal their inner feelings, are classified as "difficult to raise" children. If such children are not noticed in time and good work is not done with them, and public influence is not exerted on them, unpleasant and unpleasant events may occur. Therefore, the phrase "difficult to raise" does not have an extremely negative meaning. He is not a badly spoiled, unreliable child. A "difficult-to-grow" child needs special attention, attention, and an individual approach. It is advisable to treat any illness in a timely manner. A small thing that is ignored can lead to a big misfortune. There is no single reason that leads a child to a "difficult-to-grow" state. There is also no single remedy that can cure them of the vices of immorality and make them believers.

Education is based on the results obtained in youth psychology, which considers the process of studying socialization: how should education be encouraged so that a child behaves in a manner that is not egocentric, but educated? Education, by its very nature, is the creation of socially positive needs. If education is the formation of a person's consciousness, then education is an influence on the sphere of his unconscious. Children are characterized by emotional closeness to those who educate them. Usually, 6-month-old children become attached to their parents who take care of them. Children really like being in the presence of their parents, communicating with them, and the child does not like their absence. Words and actions that express parental care are of great importance for the child, and not pampering or loving them have a negative meaning. The initial socialization of behavior can occur through the same learning process: desired forms of behavior are rewarded with care and attention, and unexpected forms are not supported. However, encouraging good behavior and punishing bad behavior is a small part of moral socialization.

The role of traditions and customs in increasing the effectiveness of raising children is great. Folk customs, traditions and rituals are of great educational value. They bring people closer together, develop feelings of friendship, brotherhood. They, in turn, serve as an example for young people.

CONCLUSION

In conclusion, difficult children are children who have been neglected in their upbringing, who have been left to their own devices. They arose as a result of mistakes made somewhere, at some point, by someone, and a lack of an individual approach to their upbringing. In other words, children who have been left out of the normal educational and upbringing process, who have not been able to establish normal relationships with teachers, parents, and peers, and who have not been able to find the right ways to express their inner feelings, are considered difficult children.

If such children are not noticed in time and are not properly treated and public influence is not exerted on them, unpleasant events may occur.

According to scientists, nine out of ten young children are raised in a family environment. In such families, parents do not pay enough attention to their children or raise them as tyrants. Mothers hide their children's bad behavior and actions from their fathers. As a result, children in such families grow up to be self-centered, selfish, self-serving, short-tempered, petty, and hurtful. Some parents think that their children will become idols, and they are not interested in their inner world and spiritual needs. This attitude towards upbringing leads to an increase in difficult children. Pay attention to your child's character from birth.

The technology of the upbringing process can be interpreted as follows:

1. It is necessary to understand the pupil as a separate, unique individuality. It is necessary to determine the structure of his needs.
2. It is necessary to form positive behavioral habits through positive emotions. Neither consciousness nor will can form a hierarchy of motives. After all, one need can only be replaced by another.
3. Arming the child with the means to satisfy these needs requires not communication or sympathy from the upbringing and educator, but precisely these means. As Aristotle said: "Education needs three things: talent, knowledge, and practice."

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