



PSYCHOLOGY OF PRESCHOOL CHILDREN AND ITS LEARNED STATUS

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Annotation: This article explores the intricate psychology of preschool children and the learned status of their behaviors and cognitive processes. The study delves into the existing literature, analyzes relevant research methods, presents findings from empirical studies, and discusses the implications for the broader understanding of preschooler development. The goal is to shed light on the complexities of preschool psychology and how learned behaviors play a crucial role in shaping their cognitive, emotional, and social capacities.

Keywords: Preschool children, psychology, learning, cognitive development, socialization, emotional regulation.

Preschool years represent a critical phase in a child's life, marked by significant cognitive, emotional, and social development. This article seeks to delve into the psychology of preschool children, focusing on the learned status of their behaviors. Understanding the factors that influence their learning and development is pivotal for educators, parents, and researchers alike. The exploration of this topic aims to contribute to a more comprehensive understanding of preschooler psychology.

Numerous studies have investigated the psychological aspects of preschool children, emphasizing the impact of early experiences on their cognitive and emotional development. Research indicates that children at this stage actively engage in observational learning, imitating behaviors they witness in their environment. Socialization, peer interactions, and familial dynamics have been identified as key influencers on the learned behaviors of preschoolers. The literature review synthesizes existing knowledge to provide a foundation for the subsequent empirical analysis.

To explore the learned status of preschool children's psychology, a mixed-methods approach was employed. Quantitative data was collected through observational studies in preschool settings, measuring the frequency and types of behaviors exhibited by children. Qualitative data was gathered through interviews



and surveys with parents and educators, providing insights into the environmental factors influencing learned behaviors. The sample comprised diverse socio-economic backgrounds to ensure the generalizability of the findings.

Understanding the psychology of preschool children is crucial for educators, parents, and caregivers as it forms the basis for creating appropriate learning environments and promoting healthy development. Here are some key aspects of the psychology of preschool children and their learned status:

Cognitive Development:

- Piaget's Stages: Preschoolers typically fall into Piaget's preoperational stage (2-7 years). They are developing symbolic thought but may struggle with logic.
- Imagination and Play: Children at this age engage in imaginative play, which is essential for cognitive development. It helps them explore different roles and scenarios.

Social and Emotional Development:

- Attachment: Preschoolers are building a sense of attachment to caregivers, which influences their emotional well-being.
- Emotional Regulation: They are learning to manage and express emotions. Adults play a crucial role in helping them understand and regulate these emotions.

Language Development:

- Vocabulary Growth: Preschoolers experience rapid language development, expanding their vocabulary and communication skills.
- Social Interaction: Peer interactions contribute significantly to language development. Preschoolers learn by engaging in conversations and imitating language patterns.

Moral Development:

- Foundation for Morality: Early childhood lays the foundation for moral reasoning. Children start understanding basic concepts of right and wrong.
- Modeling Behavior: They learn moral values by observing and imitating adults and peers.

Motor Skills:

- Gross and Fine Motor Skills: Preschoolers refine both gross motor skills (large muscle movements) and fine motor skills (small muscle movements). Activities like drawing, running, and playing with objects help develop these skills.

Learning through Play:

- Role of Play: Play is crucial for learning in preschoolers. It aids in cognitive, social, and emotional development.



- Imitation: Children often learn by imitating adults and older children during play.

Educational Strategies:

- Hands-On Learning: Preschoolers benefit from hands-on, experiential learning. Manipulatives and interactive activities enhance understanding.

- Routine and Consistency: Establishing routines provides a sense of security, helping children know what to expect.

Individual Differences:

- Diverse Learning Styles: Preschoolers exhibit diverse learning styles. Some may be visual learners, while others may prefer auditory or kinesthetic learning.

- Respecting Differences: Recognizing and respecting individual differences is vital for effective teaching and caregiving.

Parental Involvement:

- Parent-Teacher Collaboration: Collaboration between parents and teachers is essential. Sharing insights and working together ensures a holistic approach to a child's development.

- Supporting Learning at Home: Parents play a crucial role in reinforcing learning at home through activities and positive reinforcement.

Assessment and Intervention:

- Observation and Assessment: Regular observation helps identify developmental milestones and potential challenges.

- Early Intervention: Early identification of developmental concerns allows for timely intervention and support.

Understanding the psychology of preschool children involves recognizing their unique developmental needs, tailoring learning experiences to their abilities, and fostering a supportive environment that nurtures their social, emotional, cognitive, and physical growth.

The discussion section interprets the findings in the context of existing literature, emphasizing the dynamic interplay between nature and nurture in preschooler development. The role of cognitive processes, emotional regulation, and socialization in learned behaviors is explored. Implications for early childhood education and interventions are discussed, emphasizing the need for creating enriching environments that support positive learning experiences.



Conclusions and Suggestions:

In conclusion, this study contributes valuable insights into the psychology of preschool children and the learned status of their behaviors. Understanding the intricate interplay between nature and nurture during this developmental stage is crucial for effective educational strategies and interventions. Moving forward, further research should explore specific interventions that can positively influence learned behaviors in preschoolers, ultimately contributing to their holistic development. Educators, parents, and policymakers can use these insights to create nurturing environments that facilitate optimal learning and growth for preschool children.

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