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PSYCHOLOGICAL PROPERTIES OF THE EARLY CHILDHOOD PERIOD

Abstract: *early childhood period analysts develop mentally faster during this period because of improved performance and the ability to move freely. As you know, in the early childhood period, children not only walk and crawl, they also have the opportunity to run, jump, and climb high and low obstacles. The ability of preschoolers to engage in different activities from morning to evening creates a great opportunity to meet the needs of the environment.*

Key words: *the early childhood period, ability, mental processes, emotions, imagination.*

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Introduction

As a child of an early childhood period, he/she has little or no experience in life. In his/her daily routine, he/she imitates adults and begins to learn to dress, eat, and wash independently. A kindergarten-age boy does not hesitate to check his or her right hand during his daily activities. As a result, he learns a lot of novelty, develops his intuition and perceptions, his imagination and memory, his thoughts and speech, his emotions and imagination - all of his mental processes. At this age, the development of senses is associated with the constant improvement of analyzers. The senses of a child over two years of age (such as sight, hearing, smell and taste, skin and movement) develop as a result of his or her daily interaction with various objects.

II.Literature review

Normal development of the senses provides the basis for the growth of the child's perception. Although the perception of the child in early childhood period is quite advanced, it still differs greatly from those of older adults. Firstly, because children have no experience of life, their perceptions are also unclear. They encounter many things for the first time. Therefore, many things that children

perceive are new to them, that is, their initial impression. Secondly, children's perceptions are often voluntary, that is, the perception of a network does not yet have a specific purpose. Therefore, their perception fluctuates from one thing to another. However, because children are emotionally involved in this age, they perceive things that are intriguing, exciting, and emotionally stimulating. Another distinctive feature of children's perceptions of this age is that they cannot generalize what they perceive. They perceive the environment as it is. This feature is evident in the way they perceive images. For example, when a two-year-old boy is shown a picture with a horse's head, he is surprised and asks where is the horse. Words are important in improving children's perceptions. Words are essentially summarized, which allows you to summarize things. The child simply begins to divide things into groups by using words.

III.Analysis

Although children of early childhood period are beginning to speak, they still do not have a clear understanding of complex concepts such as time and space as they do not yet have experience in life. Such sophisticated concepts are gradually formed during

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daily life. When children under the age of one are extremely unstable and involuntary, the attention of two-year-olds can begin to appear. As he grows older, his attention becomes more stable. As the focus becomes less stable, it can be seen that the child is able to engage in long-term interests. He understands words when he is two years old and when he is three years old. As the vocabulary progresses, the original language of the child becomes a real language. The thinking of children of this age has their own characteristics and specific character. At the same time, they can think very carefully about what they perceive. In addition, children of this age have a lot of action elements in their thinking processes. That is why their thinking is sometimes called action thinking. In early childhood period, we see mental operations of thought, that is, analysis and generalization. They analyze, manipulate, palpate, and distort their toys or objects in their hands. But they are not yet able to synthesize. By the end of this age, speech plays an important role in the growth of thinking.

The child learns new words as much as he can and uses them in his thinking. This will help you to grow your thinking. The child has the first signs of word analysis and synthesis, abstracting, and summarizing. Another important step in the development of thinking is that by the end of early childhood period, the child will be able to learn some concepts and master the most important signs of these concepts.

A child who is about three years old knows that all adults are going to work. When a child of this age is told "your dad won't go to work sooner", he is surprised. Because his dad, who is a grown man, does not understand his job. In his understanding, all grown-ups should go to work early. So, without thinking, "Is my dad an adult?" The answer is: children begin to use the concepts and draw simple conclusions. They can use simple judgments to make simple, big, small, high, low, multiple, and small sentences that can help to develop thinking. In early childhood period, the imagination, which is one of the most complex psychological processes, begins to develop. But this is basically an illusion. They have not yet volunteered for a specific purpose. When the child is two years old, his game is undergoing serious changes. The child's play will be accompanied by simulated actions. The boy begins to imitate what he saw in adults. During this time, the child will be able to perform the driver's actions, not just moving the car or sliding down the hill. The car engine imitates the sound, implements the car, and so on. Speech growth can have a profound effect on a child's imagination. As children understand what adults have to say, they will listen to different fairy tales and stories. Children listen to stories they know and are familiar with. When you hear each story, the child will have different ideas. The child has the ability to imagine using these

images. The child expresses his thoughts by hearing stories. Words can help the child to perceive things differently, to identify their similarities, and to create new images and pictures based on similarities. As all the mental processes in early childhood period develop to a certain extent, it generally contributes to their mental development. As a child develops a language, his / her cognitive and intellectual thinking becomes more and more conscious of his surroundings. The child begins to understand his or her different needs and begin to shape his personality. According to the famous physiologist I.M. Sechenov, the child begins to understand himself from that point on, separating his senses from the surroundings. In the vocabulary of this age, the word "I" is often used. In this way, the child becomes self-aware even though he is very elementary. Consequently, from that time on, the individual characteristics of early childhood period begin to grow.

IV. Discussion

Development of attention in children. In children, attention begins to develop very early. Although no signs of attention may appear in babies one or two weeks later, voluntary attention spans are evident from one month to the next. This means that during a month, the child's attention is attracted by various powerful stimuli (such as loud noises and excessive light). At the age of two or three months, children begin to listen to the whistle (whistling). Children of this age are also attracted to the bright colors. The more colorful a child's right eye, the more attention the child will have.

Preschool children are characterized by a high degree of unstable attention. For example, if you give a child a new toy, he or she will be very interested in the toy. But at the same time, if you play another toy, you throw the first one and move on to the other. Initial attention in early childhood is physiologically related to the fact that they are still weak in braking processes. The braking process does not stop the widespread movement. That is why the attention of little children can be distracted. The fact that the attention of children in early childhood is very unstable is due to the very few experiences in life. Children tend to be distracted from one thing to another, as everything seems new. The child may be distracted by what seems to be the right thing for the child. For example, according to N.M. Menchinskaya, Sasha (1 year and 8 months) listens to the fairy tale "The Goat and its children". When the wolf comes knocking on the door, Sasha hits the wall, trying to see how the wolf is knocking, but sometimes she gets so addicted that she forgets the fairy tale completely. In early childhood period, the distribution of attention is very weak and narrow. Children of this age can focus only on what is clearly visible in their eyes. Speech plays an important role in the development of early childhood period attention. The fact that a child starts

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speaking in a language not only communicates with an adult but also gives them an opportunity to follow their instructions. As we mentioned earlier, young children like to look after adults and, when possible, get involved in their work. They are willing to handle adult requests and tasks, take care of simple self-service tasks, and look after their parents' household chores. All this requires a certain concentration and focus. This creates the basis for the development of voluntary attention in children. From early childhood period, children develop voluntary attention. However, voluntary attention prevails in kindergarten children. The day-to-day activities of the children of kindergarten and the variety of activities of the game gradually improve the attention of the volunteers. Observance of the rules of the community in the kindergarten, unconditional adherence to the rules of the game, the patience and diligence of adults, develops the kind of attention that is given to children of kindergarten. The role of play in the development of voluntary attention in children is very important. Because at various games, children come together and set specific goals for themselves. The rules of the games themselves can be determined by the rules themselves. To avoid deviating from the rules of the game, they are trying to adjust their actions to match the rules of the game and track the actions of their teammates. In these games, voluntary attention is actively involved, thus creating conditions for children to play. It is important to remember that voluntary focus is on the will, so children often do not have this type of attention independently. Initially, it is important to develop a particular type of attention by asking different questions and tasks. In preschool children, certain features of attention, such as the strength and stability of attention, begin to develop. We can see this from the fact that children (especially middle and senior group children) can sit on one job for a long time, play some games for hours and endure learning activities, is possible.

Methods and means of stabilizing the child's attention. Early childhood period development depends not only on the condition of the garden, but also on the family situation. That is why children's attention is poor and uneven. Some children are unable to regulate their behavior because of inadequate control of the family or because of excessive sexual behavior. Such children are unauthorized to touch everything, to stay quiet and not to listen when called to discipline. These children are so unstable that they cannot focus on anything. Failure to keep focus, or to focus on something for a period of time, can lead to disciplinary actions and interference with others. That is why educators need to develop an

individual attitude (such as a variety of responsible assignments, etc.) to teach such children the power of attention and stability. In kindergarten, children are more likely to have more attention than before. The size of the child's attention is still very narrow compared to those of older people. For example, while adult attention can currently accommodate 5-6 items (unrelated letters or numbers), the level of attention of kindergarten children is only 1-2 items (subgroups). In the middle group, there is 1 child and in the senior group, there are 2 children. Even though small groups try to focus on two things, they just can't. For example, if a 3-year-old boy is ordered to bring a cup of water, he will certainly spill it out. It is not because of his inadequacy, his vacuum, but because he cannot focus on two things at the same time. The child cannot be brought to the bowl without splashing and splashing water. Therefore, children should not be abused in such cases. Width is a feature related to accurate perception. This feature is especially important for children's reading activities. Therefore, in the kindergarten, it is important to take full advantage of this opportunity and to pay close attention to developing this feature. Tours, scenarios, interviews with pictures from all walks of life play a big role in this. Volunteer attention for school education is enhanced through didactic activities and story reading. Kindergarten children are often concentrated on their interests and feelings, focusing on something. This is why the distribution of attention of the child at this age is almost undeveloped. Children of pre-school age often have difficulty in remembering and remembering some things because of their fragile nature and the small size. For example, kindergarten children often hear the same story over and over. The reason for this phenomenon is that the amount of children's attention may not immediately capture the story's plot and characters. So they keep listening to stories and fairy tales over and over.

V. Conclusion

Thus, during early childhood or kindergarten, attention grows much faster. During this period, the main type of neglect is developing. However, the systematic increase in kindergarten-age activities and, in particular, didactic and occupational activities, can lead to voluntary attention span. It is well known that the schooling process cannot go one step without the attention of the volunteers. Therefore, a variety of compulsory activities in the kindergarten should aim to develop the basic characteristics of voluntary attention and attention in children. Further attention will be paid to school education.

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