

Use of Special Interactive Methods in the Education of Hyperactive Children of Preschool Age

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Abstract: This article discusses the role of mental education in the development of preschool children as full-fledged adults. Symptoms of hyperactivity appear in a child already in early childhood. In the future, his emotional instability and aggression often lead to conflicts in the family and at school. The author emphasizes the importance of cognitive processes in the mental development of children.

Keywords: Hyperactivity, intelligence, intuition, cognition, thinking, imagination cognitive processes student, memory exercise, expert, mental development.

INTRODUCTION

Preschool education and upbringing is a type of continuing education aimed at educating and nurturing children, developing them intellectually, morally, ethically, aesthetically and physically, as well as preparing children for general secondary education. Paragraph 5 of Article 3 of the Law of the Republic of Uzbekistan on Preschool Education, adopted by the Legislative Chamber on October 22, 2019 and approved by the Senate on December 14, 2019.

Bringing up the younger generation as a fully developed person is an objective necessity arising from the needs of society. Mental education is one of the most important aspects of social education. Mental education is the systematic and purposeful pedagogical and psychological influence of the younger generation on the development of the mind. Thus, the mind in the broadest sense is a set of cognitive processes, from perception and perception to thinking and imagination, which is the knowledge, skills and abilities, norms, rules that the younger generation has accumulated in humanity. and occurs in others. This is done by adults and involves the creation of a variety of tools, methods and conditions that ensure the mental development of children.

The encyclopedic scholars and educators of the East and the West have played an important role in the improvement of educational work. World-renowned Central Asian scholars such as Muhammad al-Khwarizmi, Abu Nasr al-Farabi, Abu Rayhan al-Biruni, Abu Ali ibn Sina, Yusuf Khas Hajib, Kaykovus, AlisherNavoi, Ahmad Donish, Furqat, and Abdullah Avloni Those who paid close attention to education. The philosopher Farobi in his book, The Views of the People of the Noble City, interprets the 12 qualities that are given to man through education.

Abdullah Avloni, on the other hand, is very instructive about upbringing. "Pedagogy, according to Abdullah Avloni, is the science of child rearing." "Lesson and discipline are like soul and body," "The learner is the knower, the learner is the doer." He gave a brief and concise description of the science of pedagogy, and made it clear that education and upbringing are inseparable. According to Avloni, it is very important to educate from an early age. He says that a child is brought up by his parents from an early age, and then the whole community is involved in the upbringing, because it determines the fate of a person.

It is very valuable for us to study the process of educating a harmoniously developed person by studying and analyzing the oral creativity of the peoples of the East and the West, the great thinkers, educators and scientists in the field of education:

- The future educator, connecting the principles, methods and techniques of the legislation on education with the practical life of kindergartens
- in-depth study of teacher training and public education management and leadership, and how to train future educators;
- Carrying out the work of comprehensive development of children in preschool institutions in close cooperation with the family. Research in such tasks:
 - First, it maintains and strengthens the health and physical development of children;
 - secondly, develops interest and knowledge in science;
 - Thirdly, fosters positive qualities such as love for the Motherland, nature, the native land, respect for the elderly, friendship and community, kindness, moral culture, independence, organization and discipline, diligence;
 - Fourth, it provides aesthetic education.

So, in the process of learning, the child's consciousness and emotions are formed. Most importantly, moral habits are formed that are necessary for social life and serve social relations. It serves to ensure the full development of preschool children, taking into account their age and individual characteristics. Preschools also provide comprehensive education for children. The first age in a child's life is the most important period, and it is during this period that the foundation for a child's physical, moral, labor, and aesthetic development is laid.

METHOD

Hyperactivity syndrome in children is a very common behavioral and emotional disorder in children. Hyperactivity syndrome is immediately felt in the background of others. The child does not sit for a minute, is in constant motion, never finishes work, drops, and immediately picks up the second one. Symptoms are observed in 3-5% of the pediatric population.

Often, children with symptoms of this disease are called hyperactive. The disease is less common in children under one year of age than in infants. Hyperactivity in children under one year of age has individual symptoms. Treating hyperactivity in children is the job of an experienced psychologist.

In children, hyperactivity syndrome manifests itself in excessive mobility. The child can't sit still, he's constantly spinning, now he's doing one thing, a minute later - another, so it's not surprising that everything isn't complete. A child with signs of hyperactivity is constantly on the move, and when you approach him, he seems to be deaf or inattentive. Due to the inconvenience, the material is poorly received, poorly trained.

The aim of this study was to review the causes of hyperactivity symptoms in children and to identify ways to correct them.

Functions:

- Look for signs of hyperactivity in the child,
- study the causes of hyperactivity;
- Identify ways to correct hyperactivity, ways of interaction between parents and hyperactive children

The main manifestations of hyperactivity are lack of active attention, impulsivity and increased motor activity. The causes of this syndrome are not yet fully understood.

In a child's behavior, this syndrome is manifested by high irritability, restlessness, disorientation, disinhibition, lack of restraining principles, guilt, and anxiety. Sometimes they are called "brakeless" about such children.

In the future, if hyperactivity is not detected in time, it leads to failure in school, lack of ability to behave, so special attention should be paid to young children with symptoms of this syndrome. But only a doctor has the right to diagnose hyperactivity.

Depending on the characteristics of the child, the doctor may recommend a balanced diet or vitamin therapy or medication. But medical care alone cannot adapt a child to environmental conditions, it cannot instill social skills in him. Therefore, a comprehensive approach is needed when working with a hyperactive child.

B. Aucklander recommends using two main methods when working with hyperactive children: relieving tension and following the best interests of the child.

Lessons drawn with mud, grain, sand, water, fingers can relieve stress in a child. In addition, adults can follow the child's interests, observing what he or she is currently carrying, and engaging his or her interests. For example, if a child approaches a window, the adult will do it with him or her and try to figure out what the child's gaze is on and try to get the child's attention on the subject by detailing the child's details.

According to R. Campbell, the main mistakes of adults in raising a hyperactive child are: - lack of emotional attention, sharing medical care; - lack of consistency and control in education, - inability to teach children anger management skills.

If an emotional connection is established between the adult and the child, the hyperactive child will be more hyperactive. "When such children are given attention, they are listened to and they begin to feel taken seriously, they are able to somehow minimize the symptoms of hyperactivity," W. Oaklander said.

Corrective work with such children can be done as part of play therapy. However, hyperactive children do not always understand the limits of what is allowed, so special attention should be paid to the restrictions and prohibitions introduced in the process of reading with the child. They should be done calmly, but at the same time with confidence, remember to offer the child alternative ways to meet his or her needs. For example: "You can't pour water on the floor, but if you want to immerse the doll, we'll put it in the pool."

Relaxation exercises and physical contact exercises are invaluable aids that help the baby get to know his body better and then help him exercise motor control. For example, if the parents lie on the carpet with the child and move on it, it is better to calm down the music: roll, crawl, "fight". If the child is small, then the parent can place the child in the womb and move and sway arbitrarily. Children quickly calm down, feel calm, relax, and trust adults. You can sit on the carpet (the parent sits behind the child), you can do the following exercise: the parent takes turns taking the child's limbs and making smooth movements with them. So you can hold the child's hands and play ball. Thus, empathy develops, the child loves to be in a relationship with the parent, trusts him, feels supported.

Sometimes hyperactivity is accompanied by aggression that results from constant resentment from others and a lot of comments and screams. Parents need to develop an effective strategy to interact with their child. When parents observe their child and actively participate in games together, they begin to better understand their child's needs and accept him or her for who he or she is.

Parents need to understand that the child is not to blame for anything, and that the child's endless talk and disgust leads to increased hyperactivity of behavior rather than obedience. Parents need to learn not to leave endless comments.

To do this, parents and other close people who are with the child during the day write down all the comments made about the child. In the evening, the adults read the list and discussed which comments could not be made, highlighting what led to the escalation of the child's disruptive behavior.

Many parents complain that their children - no matter what they do - never get tired. However, this is not the case: a child's overactivity after emotional overload, an injustice, can be a manifestation of a general weakness of the brain. Therefore, a daily routine should be set up so as not to overload the child, and this routine should be strictly followed. To prevent overcrowding, such a child should sleep at a certain time, watch TV as little as possible, especially before bedtime. Since a hyperactive child sleeps a little and is restless, it is recommended to walk with him or do something quietly in the evening before going to bed.

For the safety of the child, parents should establish certain restrictions. Prohibitions should be minimal and they should be clearly and explicitly formulated. For young children, the ban may consist of 2-3 words, such as "hot, iron." Prohibition for preschool and primary school age children should not exceed 10.

Overactive children cannot wait long because of their impulsiveness. Therefore, all the encouragement promised to the child by the adults should be given to them immediately, otherwise the child promises the adult every minute, which can lead to a negative reaction from the parents.

In an overactive child, it is difficult to control his or her behavior, so it is not possible to require him or her to be careful, to sit, and to interfere with adults. For example, when reading a story, a parent can give the child a chance to get their hands on a toy and enter words.

Hyperactive children do not always adequately understand parental affection, so they need unconditional parental love and trust in others.

It is based on the experience of education, theoretical and methodological sources, the works of great thinkers of Central Asia and the world, and the general laws of education, aimed at the development of preschool children as harmoniously developed individuals.

Mental education of preschool children is a goal-oriented influence of adults aimed at developing children's thinking activities. It involves teaching children about the world around them, systematizing them, stimulating children's interest in learning, building mental skills and abilities, and developing cognitive abilities. The role of mental education in preparing children of preschool age for school is especially great. Because the mind is a collection of processes, from emotions and perception to thinking and imagining.

Long before a child begins to speak (he begins to speak for the first time when he is one year old), he learns about the world around him and the world of objects with the help of older people. By the time a child is 3 years old, his vocabulary will reach 1,200-1,500. The child understands well what adults are telling him. This allows older people to use speech as a powerful tool for comprehensive education. Memory plays an important role in children's mental development.

When a baby is born, it knows nothing and cannot do anything. He has to go to a higher level of development and remember a lot of his knowledge and skills for something useful. Preschoolers often have involuntary memory. Imagination also plays an important role in the mental development of preschool children. Imagination is formed in the process of a child's life, in the influence of education and upbringing on his activities. When a child's imagination begins to play plot games, when adults

tell interesting fairy tales, the first signs of interest appear in those fairy tales. But a child's imagination depends on a more specific situation (for example, if a puppet is seen, he falls asleep, if there is a car, he carries something, etc.).

As a child grows older, his or her experience will increase and his or her activities will become more complex, resulting in a significant change in the child's thinking. Preschool education develops the tasks of mental education of children of school age based on the social requirements of our society and the essence and nature of human mental development. The main tasks of mental education:

1. To form in children a system of knowledge about nature and society, a scientific worldview.
2. Development of mental activity, cognitive processes and abilities, different methods of mental process.
3. Development of independent cognitive abilities, culture of mental labor.
4. Develop mental knowledge, skills and competencies

CONCLUSION

This means that adult labor and observation of nature help children to form aesthetic senses, provide material for creative activity. Kindergarten children are taught the importance of each holiday and celebration according to their age.

The role of the educator is to influence children's emotions and instill in them a sense of pride in their people and their values. Thus, by acquainting kindergarten children with nature and modern events, their mental abilities, moral and aesthetic senses are formed.

Most importantly, a sincere desire to help the child by the parents .. We should try to keep the atmosphere at home calm. It is very important to organize a daily regimen. A child's hyperactivity should come out safely for others. In addition to wrestling, which provokes aggression, good sports are enough for hyperactive children. Competitions should also not be organized. When a child competes with someone, when he tries to prove himself better, he becomes very happy and excited. But hyperactive kids just don't need it, their nervous system is already excited.

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