



## Physiological And Psychological Development Of Children From 6 To 7 Years Old In Preschool Education

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**Abstract:** Currently, in Uzbekistan, the problem of preschool education has acquired priority significance, as evidenced by a number of state regulations and regulatory documents, which pay special attention to the fact that "preschool education is an integral process aimed at ensuring the comprehensive development of a preschool child in accordance with his or her inclinations, inclinations, individual psychological and physical characteristics, the formation of moral standards in the child, the acquisition of life and social experience.

**Keywords:** preschool education, child psychology, physical development, methodology.

ФИЗИОЛОГИЧЕСКОЕ И ПСИХОЛОГИЧЕСКИЕ РАЗВИТИЕ ДЕТЕЙ ОТ 6 ДО 7 ЛЕТ  
В ДОШКОЛЬНОМ ОБРАЗОВАНИЕ

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**Аннотация:** В настоящее время в Узбекистане проблема дошкольного образования приобрела приоритетное значение, о чем свидетельствует целый ряд государственных постановлений и нормативных документов, в которых особое внимание обращено на то, что «дошкольное воспитание – целостный процесс, направленный на обеспечение разностороннего развития ребенка дошкольного возраста в соответствии с его задатками, наклонностями, индивидуальными психологическими и физическими особенностями, формирование у ребенка нравственных норм, приобретение и жизненного и социального опыта.

**Ключевые слова:** дошкольное образование, психология детей, физическое развитие, методика.



During this period, there is an intensive development and improvement of the musculoskeletal and cardiovascular systems of the body, the development of small muscles, the development and differentiation of various parts of the central nervous system.

The child's weight increases by about 200 grams per month, height by 0.5 cm, body proportions change. On average, the height of 7-year-old children is 113-122 cm, the average weight is 21-25 kg. The areas of the brain are formed almost like an adult. The motor sphere is well developed. Ossification processes continue, but the curves of the spine are still unstable.

The development of large and especially small muscles is underway. The coordination of the muscles of the hand is intensively developing. General physical development is closely related to the development of fine motor skills of the child. Training the fingers is a means of increasing the child's intelligence, developing speech and preparing for writing.

Development of mental processes.

A characteristic feature of this age stage is the active development of cognitive and mental processes. Perception continues to develop, it becomes meaningful, purposeful, analytical. The child is capable of such voluntary actions as observation, examination, search. At this age, sensory standards are fully assimilated: shape, color, size. The development of spatial perception continues. The preschooler operates with such concepts as: down, up, to the other side. Also, the concepts of right and left should already be clearly formed. However, children of this age may make mistakes in cases where it is necessary to simultaneously take into account several different features.

Attention. By the end of preschool age, voluntary attention begins to develop. The child begins to consciously direct and hold it on certain objects. The stability of attention increases - 20-25 minutes, the attention span is 7-8 objects. The child can see dual images.

Memory. By the end of the preschool period, the child develops voluntary forms of mental activity. He can already examine objects, can conduct purposeful observation, voluntary attention arises, and as a result, elements of voluntary memory appear. Voluntary memory manifests itself in situations when the child independently sets a goal: to remember and recall. The child's desire to remember should be encouraged in every possible way, this is the key to the successful development of not only memory, but also other cognitive abilities:



perception, attention, thinking, imagination. The emergence of voluntary memory contributes to the development of mediated memory - the most productive form of memorization. The first steps along this path are due to the characteristics of the material to be remembered: brightness, accessibility, unusualness, clarity, etc. During this period, you can purposefully teach preschoolers the techniques of classification and grouping for the purpose of memorization.

Thinking. Visual-figurative thinking is still the leading one, but by the end of preschool age, verbal-logical thinking begins to form. It involves developing the ability to operate with words, to understand the logic of reasoning. And here, the help of adults is definitely needed, since the illogicality of children's reasoning is known when comparing, for example, the size and quantity of objects.

In preschool age, the development of concepts begins. Completely verbal-logical, conceptual, or abstract thinking is formed by adolescence. An older preschooler can establish cause-and-effect relationships, find solutions to problem situations.

Imagination. This period of a child's life is characterized by a particularly active imagination. At first, it was only a recreative imagination, that is, allowing one to simply imagine some fairy-tale images, and now a creative imagination has appeared, capable of creating completely new images. This is an especially important time for the development of a child's fantasy.

Speech. The development of grammar and vocabulary continues, speech becomes coherent. The vocabulary increases, children actively use generalizing nouns, use synonyms, antonyms and adjectives. If the child is spoken to and read to a lot, then by this age both monologue speech (explanatory and descriptive speech) and the ability to participate in a dialogue should be well formed. Written speech begins to form. The vocabulary increases to approximately 3,000 words.

Personality development. The main change in the consciousness of a preschooler is the emergence of an "internal plan of action" that allows the child to operate with various ideas in the mind, and not only in a visual version.

The ability to reflect, that is, the ability to analyze, be aware of one's own actions, goals and results, as well as to be aware of one's experiences and feelings, becomes significant in the child's self-awareness and perception of the



"I" image. It is this new formation in the child's consciousness that becomes the basis for the child's moral development.

The most important new formation in the development of the mental and personal sphere of a child aged 6-7 years is the subordination of motives. Awareness of the motive "I must", "I can" gradually begins to prevail over the motive "I want".

Awareness of one's "I" and the emergence of internal positions on this basis by the end of preschool age gives rise to new needs. As a result, the game, which is the main leading activity throughout preschool childhood, can no longer fully satisfy the child by the end of preschool age. He develops a desire to go beyond the limits of his childhood way of life, to take his place in socially significant activities, i.e. the child strives to adopt a new social position - "the position of a schoolchild", which is one of the most important results and features of the personal and mental development of children aged 6-7 years. At the age of 6-7 years, a child realizes himself not only within the limits of the practical actions he performs, he begins to understand and analyze (in a form specific to this age) his attitude to the world around him and awareness of his place among other people: there is an awareness of himself as a subject in the system of social relations - awareness of his social Self. At this age, a child's self-esteem, as a rule, tends to be overestimated. At the same time, the child is very dependent on external assessment, since while he is not yet able to form an objective opinion about himself, he creates his own image from those assessments that he hears from adults and peers. Preschoolers sincerely strive to be good, first, are very upset when they fail, and react vividly and emotionally to changes in the attitude and mood of adults. During this period, the differentiation of children in the group into popular and unpopular children becomes more clearly evident.

The leading need of a preschooler is communication, both with peers and adults. The leading activity, as in the previous age period, remains a role-playing game. The peculiarity of the game of this age is that children begin to master and play out complex interactions of people, basic life situations from the surrounding world.

Games become complex, sometimes have a special meaning, not always accessible to an adult. At the same time, children are able to fully monitor the entire playing field, all participants in the game and change their behavior or role depending on the necessary game actions.

Communication of a child aged 6-7 years.



Communication at this age is designated as non-situational-personal, that is, reflecting not a given temporary situation, but “what was” or “what will be”. The main content of communication is the world of people, rules of behavior, natural phenomena. An adult acts as a bearer of social norms, rules of social contacts and a person who discovers the nature of the world. The leading need in the process of communication is the need for mutual understanding, empathy. The child shares with an adult his most vivid experiences, both positive and negative. The main task of parents and teachers is to accept children's emotions without underestimating their importance in the child's life.

The following manifestations of age are expressed in communication with peers:

- initiation of communication;
- first attachments;
- the need for each other, for recognition and respect;
- competitive imitation;
- high sensitivity to the partner's attitude (touchiness, protest, quarrel);
- differentiation of children by their position in the group occurs.

By the age of 7, the child's preschool age period ends. The main skills of this period are:

- ❖ the child's mastery of the world of things and objects of human culture;
- ❖ the ability to communicate positively with people;
- ❖ development of gender identity;
- ❖ formation of the "internal position of a schoolchild", that is, the child's conscious desire to go to school, study, with a full understanding of what he will have to do and what adults expect from him.

At the end of preschool development, children master the world of things as objects of human culture; learn positive communication with people, they develop gender identity, and the position of a schoolchild is formed.

By the end of preschool age, the child already has a high level of cognitive and personal development, which allows him to successfully study at school in the future. Currently, the problem of preschool education has become a priority in Uzbekistan, as evidenced by a number of state regulations and normative documents, which pay special attention to the fact that "preschool education is a holistic process aimed at ensuring the comprehensive development of a preschool-age child in accordance with his or her inclinations, inclinations, individual psychological and physical characteristics, the formation of moral standards in the child, the acquisition of life and social experience"



In the context of the above, the state requirements define the areas of child development and, in particular, "Physical development and the formation of a healthy lifestyle", which includes such sub-areas as gross motor skills, fine motor skills, sensorimotor skills and a healthy lifestyle

It should be borne in mind that the main requirement for the development of gross motor skills is the development of the child's control over parts of his or her body so that he or she moves in a coordinated and purposeful manner in accordance with his or her age. According to the literature, the problem of physical development and health of the child is successfully solved by the activities of preschool educational institutions, designed to conduct physical education classes by physical education specialists, implementing classes in a playful, exciting form, aimed at developing gross and fine motor skills [2]. The authors explain how to conduct an examination of the motor skills of children aged 3-7 years and separately describe educational games and exercises with various sports equipment and the rules for using them to develop the child's motor skills. In this regard, the principles of organizing the educational process in preschool educational institutions deserve attention, of which, in terms of the problem we are considering, the principle of protecting and strengthening the child's health and satisfying his needs, including the need for movement, as well as learning and development through play, is of interest

The state educational program "Ilk Qadam" for preschool educational institutions recommends conducting physical education classes in age groups from 3 to 7 years for 2 hours a week during the school year, and in the health period in the form of entertainment

It should be borne in mind the need to implement a competency-based approach in the education of preschool children, which provides for the development of the following competencies in the child in the field of "Physical development and healthy lifestyle":

- exhibits physical activity in accordance with his capabilities and age norms of physical development;
- knows how to perform various types of motor activity in a coordinated manner and with a purpose;
- uses fine and gross motor skills in various life and educational situations;
- regulates his movements with the help of sense organs and others.

In the process of educational and upbringing activities, the teacher monitors the development of each child, outlines effective ways of physical development in



the process of drawing up a development map for a child aged 3 to 7 years, which allows one to judge the rate of individual development of the child in order to make recommendations for the individual development of certain indicators of gross and fine motor skills. This allows, together with parents, to ensure the achievement of the required level of development of the child, as defined in state requirements.

In particular, at the age of seven, each child can walk in a column and in a line, while performing various commands; easily runs and jumps in place; jumps in different ways over a skipping rope; climbs a rope ladder, a rope; rides a two-wheeled bicycle.

At the same time, a child entering school is able to show various imitating objects with his hands and fingers, tie different knots from ropes, play with small toys, tear paper along a given line, assemble a mosaic into puzzles. For successful development of gross and fine motor skills, you can use the Uzbek national outdoor games "Besh tosh", "Tir, pir". "Kim tez uraidi", "Dungdan dunga", "Durra". Thus, the competence approach to the development of preschool children allows you to prepare the growing personality of the child for the upcoming life, increase their motor activity, develop gross and fine motor skills, lay the foundation for the physical health of the child.

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