

# Socio-Psychological Characteristics of Preschool-Age Children

Xalikova Guli Tashtemirovna

Tashkent State Pedagogical University named after Nizami, Uzbekistan

**Received:** 31 March 2025; **Accepted:** 29 April 2025; **Published:** 31 May 2025

**Abstract:** Psychological characteristics of children of preschool age has been comprehensively studied due consideration from different angles. First are considered the main criteria of psychological health of the preschooler. In the system of education and training is a fundamental volume of knowledge, whereas the psychological health of a person fades into the background. Hence the lack of satisfaction with life, all sorts of fears and phobias. Family relationships play an important role in the development of child's personality, critical linkages teacher-parents. When correct alignment of roles at home and in educational institution development of the child is correct. Given the external factors of influence, namely social situation, initiation to adulthood through play, and the internal features of a preschooler. Particular to the attention of a preschooler for every year of life is undergoing significant change, they should be considered in the dynamics and in all manifestations.

**Keywords:** Psychological health personality, family, social situation, game, gaming activity, the levels of development of the game, tentative and Executive of the mental formation, sensory, intellectual, motor types attention, tangible, percep-tual, mental levels of perception, memory, concentration.

**Introduction:** Processes of upbringing and education are natural and fundamental aspirations of parents and educators. Adults strive to give children the very best, but the criterion is not the child's inner harmony and personality integrity, but rather the volume of acquired knowledge. Meanwhile, modern medicine asserts that 30 to 40% of chronic diseases have a psychogenic origin. In order to find the root of the problem, it is necessary to analyze how far the average modern child is from the norm.

So, the main indicators of psychological health of the individual are:

- Comprehensive self-acceptance, i.e., a positive self-image;
- Reflection as a means of self-knowledge;
- Striving for self-change, self-development, and self-realization.

The results of modern research directly indicate a correlation between psychological health disorders and children's academic success. A pronounced increase in anxiety is one such disorder that can later lead to a

decline in voluntary attention. Inner tension, which manifests as increased motor activity and defensive aggression, can result in disciplinary issues. Fears lead to constant tension and, as a consequence, reduced performance and increased fatigue. Destructive aggression and social fears in preschool children manifest as the so-called "stage fright"—difficulties with public speaking, answering at the board, and social interactions. Demonstrative aggression provokes stereotypical behavior aimed at attracting negative attention [4, p. 102].

Given the extreme importance of children's psychological health, it is essential to competently organize both the educational process and communication with this age group.

It is important to distinguish pathological fear from normal, functionally significant fear in order not to disrupt the natural adaptation processes in the child's development.

The foundations of a child's psychological well-being are undeniably established within the family. This unique

primary social environment provides children with a sense of security, an “emotional rear,” support, and nonjudgmental acceptance. The study of the family institution, or the institution of emotional relationships, has been actively pursued by researchers such as T.A. Markova, O.L. Zvereva, E.P. Arnautova, V.P. Dubrov, I.V. Lapitskaya, and others. A preschool-aged child’s expectations related to the family primarily revolve around the unconditional love of the mother, father, grandparents, and siblings. A child is loved not for good behavior or academic success, nor for their appearance or personality traits, but simply for who they are—with all the positive and negative aspects of their personality.

By definition, the family is a source of societal experience—it provides models to emulate, and it is where the child’s personal formation and social emergence take place. Therefore, the main goal of preschool educators is to provide professional support to families in educational matters, including:

- the development of the child’s interests and needs;
- distribution of responsibilities between parents in constantly changing parenting situations;
- support of openness in intergenerational family relationships;
- development of the family’s lifestyle and establishment of family traditions;
- understanding and acceptance of the child’s individuality, as well as trust and respect for them as a unique personality [8, p. 59].

The social development context of preschool-aged children involves a gradual separation from parents and an expansion of their circle of interaction. The child becomes acquainted with the norms and rules of the unfamiliar “adult” world by visiting stores, various developmental centers, including dance studios. The adult world becomes an ideal form, shaping aspiration and development. According to L.S. Vygotsky, an ideal form is part of objective reality (at a higher level than the child’s current developmental stage) that the child directly interacts with and seeks to enter.

This issue was actively studied by D.B. Elkonin, who asserted that for preschoolers, an adult represents the bearer of social functions—a kind of guide in the system of relationships. Elkonin identified the main contradiction of this period as the child’s indirect interaction with the world, i.e., through adults, despite an acute need to be part of society.

Combining the above statements, we can conclude that the child is not yet able to fully participate in social life. However, through play, children are able to simulate the adult world, enter it, and try out various roles. Thus, at

this stage, learning is closely intertwined with play activities.

Play is a symbolic-modeling type of activity in which operational-technical aspects are minimal, operations are shortened, and objects are symbolic (according to D.B. Elkonin). The preschooler’s type of activity is modeling in nature; the object (the adult) is recreated with a focus on relationships. This operation is impossible without an internal plan, where one’s actions are considered in terms of their consequences.

D.B. Elkonin identified and characterized four levels of play development in children aged 3–7:

1. Social roles are defined solely by actions, often repeated, without background or subsequent development. These do not reflect relationships.
2. Roles are defined by actions with a division of functions. Manipulations with objects are added. The logic of the game is based on the sequence of real-life actions, with increasing complexity.
3. At this stage, personal relationships appear in play. A complete character image is created; the child becomes immersed in the role. Illogical behavior from one participant elicits protest from another.
4. Rational rules take precedence. Roles are strictly defined and comprehensively represent relationships. The communication process is recreated in a strictly logical sequence, accounting for all details. The functions of game characters are interconnected.

The following types of attention are distinguished in preschool-aged children: sensory, intellectual, and motor.

The main functions of attention include:

- activation of necessary and inhibition of unnecessary mental and physiological processes at a given moment;
- targeted and organized selection of incoming information;
- retention and preservation of images with specific content until the goal is achieved;
- ensuring prolonged focus and activity on a single object;
- regulation and control over the course of activity.

The development of attention in childhood goes through several sequential stages:

1. In the first weeks and months of life, the appearance of the orienting reflex is observed as an innate sign of involuntary attention, with a low level of concentration.
2. By the end of the first year, exploratory behavior

emerges, serving as a foundation for the future development of voluntary attention.

3. At the beginning of the second year, the beginnings of voluntary attention appear: under adult guidance, the child directs their gaze toward the named object.

4. During the second and third year, an initial form of voluntary attention develops. However, children under the age of three are generally unable to divide attention between two objects or actions.

5. At 4.5–5 years old, children develop the ability to focus attention in response to complex instructions from adults.

6. By 5–6 years old, an elementary form of voluntary attention emerges, influenced by self-instruction. Attention becomes most stable during active play, object manipulation, and various tasks.

7. At age 7, attention continues to develop and becomes more refined, including volitional control.

8. In older preschool age, the following changes occur: the span of attention increases, its stability improves, and voluntary attention becomes more established.

As for the specific features of attention development in preschoolers, the following changes are noted:

- significant improvement in concentration, capacity, and stability of attention;
- emergence of elements of voluntary attention control based on the development of speech and cognitive interests;
- attention becomes mediated;
- post-voluntary attention appears—a combination of voluntary and involuntary attention, representing the most advanced form.

According to L.F. Obukhova, a breakthrough in Russian psychology occurred with the identification of the orienting and executive components in mental development. Subsequent studies by A.V. Zaporozhets, D.B. Elkonin, and P.Ya. Galperin provided detailed characterizations of the orienting component, separating it from the action itself and identifying the levels of orientation formation in preschool children. It should be noted that at this stage, the orienting part of activity develops particularly intensively. Three primary levels are involved: material, perceptual, and mental [1, p. 15]. According to research by L.A. Wenger, there is also rapid development of sensory standards. Perception through these standards becomes mediated, allowing a shift from a subjective to an objective understanding of the world.

Children's perception, thinking, memory, imagination,

speech, and personality development undergo significant changes from year to year. To gain a comprehensive and objective understanding of preschoolers' psychological characteristics, this age group is commonly divided into three subgroups:

#### Ages 3 to 4

In the social-emotional domain, there is a noticeable increase in the desire to communicate with both peers and adults, supporting the development of cooperative play skills. Children at this age willingly engage with others, help adults, and share toys. They begin to explore gender roles. This stage is also marked by the acquisition of sensory standards such as shape, color, and size. Visual-figurative thinking predominates. Language skills expand significantly, and complex sentences start to appear in everyday speech. The need for physical activity is extremely high—up to half of the waking hours. Speed, strength, flexibility, coordination, and endurance actively develop in this age group. Due to limited attention spans, a balance of varied active tasks and rest is necessary.

Key tasks at this stage include satisfying the child's need for physical activity, developing play skills, expanding knowledge about the surrounding world, and forming communication skills.

#### Ages 4 to 5

Children begin to master various methods of interacting with others and expand their understanding of social relationships. They learn to adapt their behavior to different social contexts. Role-playing games become particularly important, and the ability to follow rules starts to develop. Skills of generalization and understanding cause-and-effect relationships emerge. Increased curiosity allows educators to provide a substantial amount of valuable information that will later be retained in the child's working memory. Physically, agility and coordination reach their peak. Children are able to maintain balance, and their movements become more precise.

Key tasks during this period include strengthening the child's psychophysical health, maintaining interest in play, promoting a healthy lifestyle, encouraging adherence to social norms, and beginning the formation of work habits.

#### Ages 5 to 7

This period is marked by the intensive development of the child's intellectual, moral-volitional, and emotional spheres. Children begin to explore themselves and others, seek to understand motivations, and choose their own line of behavior while evaluating their actions. They demonstrate a tendency toward practical and mental experimentation, generalization, and cause-and-effect reasoning. Speech becomes more grammatically correct,

expressive in tone, and enriched with generalizing vocabulary. However, the growing cognitive and emotional capacities also lead to increased demands on the child's body across various types of activity. In terms of physical development, posture formation, endurance, and strength require particular attention [5, p. 56].

Tasks at this stage include promoting health, further developing motor and hygiene culture, and encouraging social interactions with peers and adults. It is essential to foster curiosity and creativity, as well as to support the foundations of learning skills.

At every stage of a child's development, close attention must be paid to their psychological characteristics. However, an individual approach is equally essential, as children differ, and the above-mentioned developmental stages may vary in timing. A comprehensive understanding of developmental psychology and the ability to adapt theoretical knowledge to real-life children enable educators to effectively meet their objectives—most importantly, to ensure preschoolers' intellectual, motivational, and volitional readiness for school learning.

#### **REFERENCES**

Обухова Л.Ф. Возрастная психология. – М.: Россия, 2011, 414 с.

Божович Л.И. Личность и ее развитие в детском возрасте. - М., 1968.

Обухова Л.Ф. Детская возрастная психология: Учебное пособие для вузов. - М.: Педагогическое общество России, 2000.-443 с

Эльконин Д.Б. Избранные психологические труды. - М., 1989.

Психология воспитания / Под ред. В.А. Петровского. - М., 1995.

Практикум по возрастной психологии.- СПб.: Речь, 2011.-682 с.

Психология детства: Учебник/ Под ред. А. А. Реана. - СПб.:Прайм - Еврознак, 2003.- 350 с.

Хрестоматия по детской психологии / Под ред. Г.В. Бурменской. - М., 2003.