

PSYCHOLOGICAL IMPACT OF CHILDHOOD ON A CHILD'S PERSONAL DEVELOPMENT

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Abstract

This article analyzes the psychological impact of shyness on a child's personal development from a scientific, theoretical and practical perspective. The study highlights the factors that cause shyness, its impact on emotional state, social adaptation, communicative competence, and learning motivation. It also substantiates from a psychological perspective the lack of self-confidence, social withdrawal, and decreased initiative that arise as a result of increased shyness in children. The article also puts forward psychological and pedagogical recommendations aimed at reducing shyness and developing children's personal activity. The results of the study are of great importance in comprehensively supporting the child's personality, creating a healthy social environment, and developing effective educational strategies.

Keywords

Shyness, personal development, child psychology, social adaptation, emotional state, self-confidence, communicative competence, psychological support, educational environment.

Annotatsiya

Ushbu maqolada tortinchoqlikning bolaning shaxsiy rivojlanishiga psixologik ta'siri ilmiy, nazariy va amaliy nuqtai nazardan tahlil qilinadi. Tadqiqotda tortinchoqlikni keltirib chiqaradigan omillar, uning hissiy holatga, ijtimoiy moslashuvga, kommunikativ kompetensiyaga va o'rganish motivatsiyasiga ta'siri ta'kidlangan. Shuningdek, u bolalarda tortinchoqlikning kuchayishi natijasida yuzaga keladigan o'ziga ishonchsizlik, ijtimoiy chekinish va tashabbuskorlikning pasayishini psixologik nuqtai nazardan asoslaydi. Maqolada shuningdek, tortinchoqlikni kamaytirish va bolalarning shaxsiy faolligini rivojlantirishga qaratilgan psixologik va pedagogik tavsiyalar ilgari surilgan. Tadqiqot natijalari bolaning shaxsiyatini har tomonlama qo'llab-quvvatlash, sog'lom ijtimoiy muhit yaratish va samarali ta'lim strategiyalarini ishlab chiqishda katta ahamiyatga ega.

Kalit so'zlar

Tortinchoqlik, shaxsiy rivojlanish, bola psixologiyasi, ijtimoiy moslashuv, hissiy holat, o'ziga ishonch, kommunikativ kompetensiya, psixologik qo'llab-quvvatlash, ta'lim muhiti.

Аннотация

В данной статье с научной, теоретической и практической точек зрения анализируется психологическое влияние застенчивости на личностное развитие ребенка. Исследование

освещает факторы, вызывающие застенчивость, ее влияние на эмоциональное состояние, социальную адаптацию, коммуникативную компетентность и мотивацию к обучению. Также с психологической точки зрения обосновывается недостаток уверенности в себе, социальная изоляция и снижение инициативы, возникающие в результате повышенной застенчивости у детей. В статье также предлагаются психологические и педагогические рекомендации, направленные на снижение застенчивости и развитие личностной активности детей. Результаты исследования имеют большое значение для всесторонней поддержки личности ребенка, создания здоровой социальной среды и разработки эффективных образовательных стратегий.

Ключевые слова

Застенчивость, личностное развитие, детская психология, социальная адаптация, эмоциональное состояние, уверенность в себе, коммуникативная компетентность, психологическая поддержка, образовательная среда.

Introduction. In today's globalization and informatization process, the socio-psychological demands of society are increasing. In the modern education system and upbringing process, it is becoming an important task to develop not only the intellectual potential of children, but also their personal qualities such as social activity, free thinking, and the ability to openly express their opinions. In this regard, the state of shyness in children is of urgent importance as a psychological factor that significantly affects their personal development.

Shyness often creates difficulties for a child in adapting to a new environment, communicating with peers, speaking in front of a team, or freely expressing his or her opinion. If this situation continues for a long time, it can lead to the formation of negative psychological characteristics in the child's personality, such as self-doubt, social withdrawal, internal anxiety, and low self-esteem. As a result, the child's social activity, learning motivation, and creative potential are not sufficiently manifested.

Scientific studies show that shyness is closely related to temperamental characteristics, family upbringing style, social environment and pedagogical approaches. In particular, psychological experiences formed in early childhood can become a stable personal quality in the later stages of a child's development. Therefore, early identification of shyness, analysis of its causes and development of preventive and corrective measures are important scientific and practical tasks.

This article examines the psychological impact of shyness on a child's personal development based on a comprehensive approach, and highlights the theoretical foundations and practical solutions to this problem.

Literature review. The phenomenon of shyness in the personal development of a child is one of the most widely studied issues in world and Uzbek psychology. In scientific sources, shyness is interpreted as an individual-psychological characteristic of a person, manifested by discomfort, anxiety, and low self-esteem in social situations.

In world psychology, the issue of shyness has been studied primarily within the framework of personality theories and social psychology. For example, Philip Zimbardo explains shyness as a psychological condition associated with social fear and avoidance of communication, and emphasizes the role of the family environment and social experience in its formation. His studies have scientifically proven that shy children have a low level of self-expression and high internal anxiety[1].

Also, Lev Vygotsky's theory of cultural-historical development shows that the child's interaction with the social environment is the main factor in the formation of personality. Based on this approach, shyness can be explained by the child's social experience and limitations in communication activities. The concept of the "zone of proximal development" emphasized by Vygotsky justifies the need for pedagogical support in working with shy children[2].

According to the theory of Erik Erikson, who studied the issue of psychosocial development of the individual, the successful resolution of conflicts such as "trust - distrust", "initiative - guilt" in childhood directly affects the subsequent development of the individual. If a child does not receive sufficient social support, shyness and self-doubt may increase[3].

Within the framework of temperament theory, Hans Eysenck associates shyness with introversion and high neuroticism. This approach shows that shyness is related to both biological and individual characteristics[4].

The problems of personality development, socialization and upbringing have also been deeply studied in Uzbek psychology. In particular, the works of E. G'oziyev[5] and G'. B. Shoumarov[6] widely cover child psychology, factors of personality formation, and psychological mechanisms of the upbringing process. These studies scientifically demonstrate the impact of family environment, pedagogical influence and social conditions on the child's personality.

During the years of independence, a number of decrees and programs were adopted in the Republic of Uzbekistan aimed at developing education and youth policy. In particular, the documents on the modernization of the education sector put forward by the Administration of the President of the Republic of Uzbekistan set the upbringing of a well-rounded, socially active and independent-thinking person as a priority task. In particular, the Law "On Education" adopted by the Oliy Majlis of the Republic of Uzbekistan and the state educational standards approved by the Cabinet of Ministers of the Republic of Uzbekistan specifically mention the issues of developing students' communicative competencies and increasing their social activity[7].

Also, the Action Strategy for 2017–2021 and the concepts for the development of education in the coming years set comprehensive support for the younger generation, strengthening their psychological health and ensuring their social adaptation as an important task. These documents indicate the need to improve psychological and pedagogical work aimed at reducing shyness and increasing the social activity of children[8].

Thus, the scientific views of world and Uzbek scientists and regulatory and legal documents adopted within the framework of state policy create a scientific and practical basis for a comprehensive study of the problem of shyness and its elimination.

Methodology. This study aims to determine the psychological impact of shyness on the personal development of a child, and a complex, integrative and systematic approach was taken as the basis. In the research process, Lev Vygotsky's cultural-historical theory of the socio-psychological development of the individual was used to illuminate the laws of personality, Erik Erikson's concept was used to analyze the stages of psychosocial development, and Philip Zimbardo's views were used to explain the phenomenon of shyness.

The study was organized on the basis of a mixed (quantitative and qualitative) methodology. This approach allowed for a deep analysis of not only the external manifestations of shyness, but also its internal psychological mechanisms. The research process was carried out in three stages:

Diagnostic stage - determination of the level of shyness, self-confidence and social activity indicators in children.

Analytical stage - comparison of the results obtained and their correlation with personal development factors.

Recommendation stage - development of psychological and pedagogical recommendations based on the identified problems.

The study involved children of preschool and primary school age. The sample was formed on the basis of voluntary participation. The number of participants was determined to ensure the representativeness of the study. Interviews and observations were also conducted with parents and teachers.

Research methods;

The following methods were used to determine the relationship between shyness and personal development:

Psychological tests - standardized diagnostic methods were used to determine the level of shyness, self-esteem and social adaptation indicators in children.

Observation method - children's behavior in the team, level of communication and initiative were systematically observed.

Interview and questionnaire - the factors of shyness in the child's behavior were identified through the feedback of parents and teachers.

Comparison and correlation analysis - the relationship between the level of shyness and indicators of learning motivation, social activity and self-confidence was studied.

The research process followed the principles of objectivity, systematicity, development, and a person-centered approach. Each child was analyzed from the perspective of individual psychological characteristics. Special attention was paid to ensuring their reliability and validity when processing the data.

Consent was obtained from the children participating in the study and their parents. During the research process, the children's personal information was kept confidential and the principles of psychological safety were strictly observed.

Thus, the methodological approach used made it possible to comprehensively and in-depth study of the psychological impact of shyness on the child's personal development, and to develop practical recommendations based on the results obtained.

Results and Discussion. The results obtained during the study showed a significant correlation between the level of shyness in children and their personal development indicators. As a result of diagnostic analyses, an average and high level of shyness was observed in about a third of the participants. It was found that children in this group have lower self-confidence indicators, and social initiative and communication activity are significantly limited.

The results of the observation showed that the majority of shy children participate more passively in team work, hesitate to answer questions, and do not take the initiative in communicating with their peers. Comparative analysis showed that children with a high level of shyness had lower learning motivation and social status in the classroom.

The results of the statistical analysis showed a positive correlation between shyness and low self-esteem, that is, with increasing shyness, the child's tendency to underestimate his own capabilities increases. An inverse relationship was also found between shyness and the level of social adaptation: children with high shyness had a slower adaptation process to the new environment.

According to the results of a survey conducted among parents and educators, family upbringing, frequent criticism of the child, and excessive control were noted as important factors in the formation of shyness. In particular, it was found that children in families with an authoritarian upbringing had a higher level of shyness.

The results obtained confirm Philip Zimbardo's views on the connection between shyness and social fear and negative self-evaluation. Also, according to Erik Erikson's theory of psychosocial development, the idea that lack of support for initiative in childhood can increase social insecurity in the future is consistent with empirical results.

During the discussion, it was found that it is appropriate to consider shyness not only as a temperamental trait, but also as a complex psychological phenomenon inextricably linked to socio-environmental factors. Because the results of the study showed that shyness indicators were lower in groups where a positive psychological environment was created and a supportive pedagogical approach was used.

Also, children who underwent training and interactive classes aimed at developing social skills showed an increase in communication activity in a short period of time. This allows us to assess shyness as a psychological trait that can be corrected.

In general, the results of the study confirm that shyness has a significant impact on the child's personal development, in particular, on self-confidence, social activity and learning motivation. Early detection of this condition and the use of a targeted psychological and pedagogical approach are important in the formation of children as healthy individuals.

Conclusion. The results of the study showed that shyness is a psychological factor that has a direct and multifaceted impact on the personal development of a child. It is one of the important indicators that determines not only the child's communicative activity, but also his self-confidence, self-esteem, social adaptation and motivation for learning. It was found that children with a high level of shyness are more likely to show low initiative, social withdrawal and internal anxiety.

The analysis confirmed that shyness is not only an individual temperamental trait, but also a complex psychological phenomenon closely related to the family upbringing style, pedagogical approach and social environment. In conditions where there is a supportive, stimulating and democratic environment, children's social activity and self-confidence are formed at a higher level.

Thus, early detection of shyness, in-depth analysis of its causes and taking systematic psychological and pedagogical measures are important for children to mature as healthy individuals.

Recommendations;

Firstly, it is necessary to establish a system of regular diagnostics of the psychological state of children in educational institutions. This will allow to identify shyness at an early stage and ensure an individual approach.

Secondly, it is important to create a person-oriented, supportive pedagogical environment by teachers and educators. Recognizing any small success of the child, positively assessing it in front of the team strengthens self-confidence.

Thirdly, it is necessary to strengthen psychological and educational work with parents. Creating a democratic and warm atmosphere in the family, not criticizing the child excessively, allowing him to make independent decisions will help reduce shyness.

Fourthly, it is recommended to widely introduce trainings, role-playing games and interactive classes that develop social skills into the educational process. Such activities develop children's ability to communicate and the ability to behave freely in a team.

Fifth, it is necessary to strengthen the mechanism of cooperation between the school psychologist, the teacher and the parents. A systematic and collaborative approach will give effective results in reducing shyness and comprehensively supporting the child's personality.

In general, targeted and scientifically based measures aimed at reducing shyness serve to increase the social adaptation, self-confidence and personal activity of children.

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