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## IN PARTICULAR THE ROLE OF ALPHA RHYTHM IN THE DEVELOPMENT OF MENTAL ACTIVITY

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### ABSTRACT

The essence of the article is that modern psychological and psychophysiological methods provide detailed information about biological feedback. In the practical work of psychologists in Uzbekistan, the use of biological feedback in conducting psychocorrective activities proves to be an effective tool of psychocorrection in various psychological and psychophysiological issues.

### KEYWORDS

System, brain, psychology, alpha, beta, theta, neuron, method, biological feedback, physiology, psychophysiology, cell, education, science, nerve cell, research, mechanism, practical activity, rhythm.

### INTRODUCTION

It is necessary to meet the needs of the younger generation that arise in the process of development. But there are also cases when the needs of the child are not fully met or do not coincide with his capabilities.

This, in turn, leads to fatigue of varying degrees in the mental development of the child.



Positive emotional relationships with the people around him play an important role in the mental development and formation of the personality of a preschool child. This is especially important in the first six months of a child's life, it is during this period that his connection with adults is directly on the emotional level. He is considered emotional because he expresses his feelings and accepts the feelings of an adult. This connection between a child and an adult is carried out in its pure form without any means, which is why it is called direct communication [1].

Emotional communication is the primary psychic connection between a parent and a child. It is formed in the first months of a child's life and further creates the necessary conditions for establishing contact with adults. In addition, the child, entering into emotional communication with adults, pays attention to the features of the sound and intonation of speech [2].

Many external and internal conditions and causes act on the transition to active speech, because these conditions are interconnected with each other. External conditions include sensory communication, sensory connections, cooperation, acceptance by the child of the conditions of communication. In the future, in the process of communication between the child and adults, personal experience is directly accumulated both in the circle of communication and in the circle of primary manipulation with objects. This, in turn, creates the basis for the inner development of

the child. The child gains experience in building the image of an object and interacting with it. An adult offers the child an object, tells him the name of the object and what to do with it, therefore, the child has a connection between the object that he sees and the word he hears. On the basis of a certain object and actions associated with it, an auditory image develops. In this period, it can be assumed that the child understands the speech of adults [3].

The absence of dialogic speech with an adult close to the child or the incorrect form of such communication causes mental disorders in children brought up in a closed institution, that is, in an orphanage, they have various difficulties in communicating with other people and understanding them in their development as a person. Violation of the functions of communication forms a wrong idea in the child about himself and others. The image of people in the child's mind is formed through the perception and understanding of the non-verbal actions of adults, the non-verbal mutual influence of the child with the mother. Due to the fact that this is a cognitive scheme, their formation depends on social experience [4]. In the construction and development of subjective relationships, a positive, open and flexible "I" concept plays an important role. The roots of objective attitudes towards others lie primarily in an inadequate attitude towards oneself, rejection of oneself and self-doubt [5].



1. In choosing a communication partner, usually children brought up without parents choose a partner in joint activities according to partnership (this occurs 5 times less among children brought up in a family). Because the inmates of orphanages have ideas about their peers full of threats and unrest[6]. However, according to the studies of T. I. Komissarenko, the attitude of an adult to a child affects the nature of his relationship with other children [7].

The purpose of this article is to study the degree of mutual communicative distance in the communication of educators and children brought up in preschool educational institutions (kindergartens), orphanages (Mehribonlik houses) and SOS villages in conditions of deprivation. For this, we used the method of Yu.Ya. Ryzhonkin "Measuring the communicative distance". The method of "Measuring the communicative distance" in the process of mutual exchange of information allows you to determine the communicative distance of people entering into contact. To do this, participants in communication must perform certain tasks to identify the distance

(close or far) and the communicative role (communicator and recipient) between them. To assess mutual sympathy, the subject must draw a straight line between the points in the pole, that is, this is achieved through the expression of his desire in the form of a segment from the point "I" to the point of another person. In the second series, on the contrary, from the point of another person to the point of "I".

The article was written on the basis of the topic "Psychological features of deprivation of preschool children" of the project numbered Ë 1-14 young scientists of the Committee for the Development of Science and Technology.

The study was conducted in Orphanage No. 24 in the city of Tashkent and in Orphanage No. 9 in the city of Samarkand among preschool children left without parental care in the SOS village of Samarkand city, as well as pupils of Preschool educational institution No. 112 in Tashkent city. The study involved 152 children aged 5 to 7 years. The author expresses his gratitude to the head and staff of the institution.

Various research institutions	N	x	$\sigma$	m	t	p
Preschool educational institution	71	.51	.14	.02	5.3	.000
Orphanage	40	.28	.20	.03		
SOS	39	.35	.14	.02	4.3	.000



Analyzing the above table of various institutions for preschool children in the methodology for studying communicative distance, we see that for pupils of a preschool educational institution, the arithmetic mean is 0.51, the standard deviation is 0.14, the average error is 0.02. This indicates a developed trusting relationship between the teacher and the children, this has a positive effect on the development of the child's psyche. For children from the Orphanage, the arithmetic mean is 0.28, the standard deviation is 0.20, and the average error is 0.03. These indicators testify to negative and official communicative communication between children and the educator. This, in turn, cannot but have a negative impact on the mental development of the child as a person. There is a big difference between the children of the Preschool Educational Institution and the Orphanage ( $t= 5.3$   $p<0.00$ ). In our opinion, the main reason for this is the excessive official and negative communication of orphanage teachers with children left without parental care.

The relationships between the children of the orphanage and their peers can to some extent compensate for the satisfaction of the need to communicate with adults and the objective world. It is known that constant and emotional communication with adults contributes to the early formation of a child's interpersonal communication. Children of the orphanage choose their peers, they strive for active,

mobile and emotional children. According to the observations of M. M. Tsaregorodtseva, the peer of the child who is next to him cannot influence and cannot meaningfully fill the relationship. These children prefer to observe peers, are passive in relation to their partner, their facial expressions are poor, so an adult must direct the connections of children, must teach them to see the same person in others

like themselves. The relationship of children, increasing their emotional tone, gives them new experiences, and this is very important for a closed institution like an orphanage. The relationship of children affects their overall mental development. They serve as an important source for the development of cognitive activity of the child. The main direction in the mental development of the child is his communication with adults. Due to the late development of the need for such communication, the pupils of the orphanage do not form a full-fledged emotional and personal communication, the need for situationally efficient cooperation with adults does not appear in time, and they lag behind in development. In addition, inmates of orphanages do not form a subjectively-personally oriented relationship with adults in comparison with children growing up in a family [8].

The scores of SOS students in the village: the arithmetic mean is 0.35, the standard deviation is 0.14, the average error is 0.02. These indicators mean that the educator of the SOS village, namely mothers-



educators and children in their main activities are in formal (business) communication, but the emotional richness of communication plays an important role in the mental and emotional development of the child.

The difference between pupils of a preschool educational institution and children living in an SOS village is ( $t=4.3$ ;  $p=.000$ ). That is, the indicators of the communicative distance between the educator and the child are somewhat better compared to children from orphanages. One of the main reasons for this is

that SOS village has created conditions that are close to family. Each house in the SOS village

consists of brothers and sisters, children of different ages are brought up there and caregivers try to replace their mother. We think that this is the main reason for the difference in performance between the pupils of the village and the orphanage. Thus, according to the study, it was revealed that, due to certain conditions, the inmates of orphanages have a negative main activity and formal communication. To illustrate the results obtained, we present the following diagram.

**Comparative analysis of the "Communicative Distance" methodology in various institutions**

(The ratio of the communicative distance of the child to the teacher)

Various research institutions	N	X	$\sigma$	m	t	p
Preschool Educational Institution/Orphanage	64/62	.50/.30	.15/.19	.01/.02	-6.5	.000
Orphanage / SOS	62/53	.30/.39	.19/.15	.02/.02	-2.6	.008
Preschool / SOS	64/53	.50/.39	.15/.15	.01/.02	-4.0	.000

As a continuation of the study, we tried to identify the level of interest in relation to the partner as an object of information exchange using the "I" tool of the Yu.Ya. Ryzhonkin "Communicative distance", that is, at first through the expression of the child's interest in the personality of the educator, the study continued in this way.

The methodology for measuring the communicative distance in preschool children of various institutions, given in the table, can be analyzed as follows: the arithmetic mean of the level of interest of children of a preschool educational institution in a teacher is 0.50, the standard deviation is 0.15, the average error is 0.01 ; they have developed formal and positive





communication between the child and the caregiver on the Ryzhonkin scale.

The arithmetic mean of the level of interest of children from orphanages in the personality of the teacher is 0.30, the standard deviation is 0.19, the average error is 0.02; they can see the correspondence of these indicators to the negative and formal scale of the methodology. Children from the orphanage have negative communicative communication and a formal relationship with the teacher. There is a big difference between pupils of a preschool educational institution and children living in an orphanage ( $t = -6.5$   $p < 0.00$ ).

The indicators of children living in the SOS village: the arithmetic mean is 0.39, the standard deviation is 0.15, the average error is 0.02. These indicators correspond to the formal scale of the methodology, the main activity of the village educator, that is, the mother-educator and children, is formal communication.

The difference between pupils of a preschool educational institution and children living in the SOS village is ( $t = 4.3$ ;  $p = 0.000$ ), the result of the communicative distance between the child and the teacher is somewhat better compared to the pupils of the orphanage. Accordingly, it is necessary to pay attention to the views of N. A. Menchinskaya and V. S. Mukhina, according to their views, the main factor in the whims of children is the unfair, incorrect and dismissive attitude of adults towards the personality of the child, as well as the suppression of their interests [9].

Between the children of the orphanage left without parental care and the pupils living in the SOS village, as shown in the above table, there was no significant difference.

In the second series of the conducted methodology, they tried to analyze the process from the point of "I" to the point of close personality of the subject.

**Presentation of indicators of "Communication distance" in various institutions**

(The ratio of the communicative distance of the educator to the child)

Various research institutions	N	X	$\sigma$	m	t	p
Preschool Educational Institution / Orphanage	64/62	.43/.21	.16/.21	.02/02	-5.4	.000
Orphanage / SOS	62/53	.21/.24	.21/.15	02/02	.692	490
Preschool / SOS	64/53	.43/.24	.16/.15	.02/.02	-7.1	.000

The average value of the level of interest and the ratio of the communicative distance of educators of a preschool educational institution in relation to the child's personality is 0.43, the standard deviation is 0.16, the average error is 0.02; according to Yu. Ryzhonkin's scale, they have developed formal communication between the child and the teacher, but we cannot say that the degree of this communication is positive. The average value of the level of interest, communication distance and relationships of the teacher of the orphanage in relation to the personality of the child is 0.21, the standard deviation is -0.21, the average error is 0.02; these indicators correspond to the mandatory scale of this methodology. This means that communicative communication is necessary and obligatory between the children of the orphanage and the teacher. There is a big difference between pupils of a preschool educational institution and children from an orphanage ( $t = -5.4$   $p < 0.00$ ). In the mental development of the child, especially in the development of speech, speech disorders and developmental delays in conditions of deprivation are proof of the importance of emotional connection. The lack of emotional connection leads to a lag in the mental development, speech and cognitive activity of the child. (G.L. Rozengar-Pupko, 160, E.K. Kaverina, 67) (Bowlby J., Craig G., Aksarina N.M. et al.)

The arithmetic mean of the level of interest and communication distance of mothers-educators living in

the SOS village in relation to children is 0.24, the standard deviation is 0.15, the average error is 0.02; these indicators correspond to the formal scale of the conducted methodology, that is, it can be seen that the main activity of educators, namely mothers-educators and children in the SOS village lies in formal communication.

The difference between pupils of a preschool educational institution and children living in an SOS village ( $t = -7.1$ ;  $p = .000$ ), this indicator shows that the communicative distance between the teacher and children is somewhat better compared to pupils of the orphanage, but the interest and relations in the process of communication between educators of a preschool educational institution with children are higher compared to the other two institutions, this can be seen in the table compiled on the basis of the results of the study.

From the table above, it can be seen that there is no big difference between the children of the orphanage left without parental care and the pupils living in the SOS village.

Based on the results obtained, it can be concluded that the features in the emotional development of children brought up in an orphanage are, first of all, in the poverty of feelings and their expression. Along with the poverty of their own feelings and experiences of children, children do not always understand the

feelings of adults, it is difficult for them to separate positive and negative feelings. Due to the difficulty of understanding the feelings of adults, children lag behind in cognitive activity, as well as overall mental development.

The obtained diagnostic results using the methods used in the study made it possible to develop some recommendations for preschool children with deprivation.

- Improvement of initial adaptive skills. Every time at the exact time and only in a short period, at different times of the day - playing, eating, walking, etc. with the mother. The duration of the child's stay in the nursery gradually and finally he remains without a mother;
- Various ways - individual, ensuring continuous educational influence of the family and nursery through a general conversation with parents;
- It is necessary to teach children the skills to communicate with representatives of different generations, as well as with older and younger ones. It is necessary to form in children patterns of behavior of the elders in relation to the younger, and the younger in relation to the elders. From this point of view, the formation of groups of different ages in orphanages is more effective. Gender identification and features of the image of the family of children from orphanages can give positive results.

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