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THE RELATIONSHIP OF GENETIC CHARACTERISTICS AND CHILD PSYCHOLOGY: THE EXAMPLE OF PRESCHOOL EDUCATION

Yuldashova Sanamjon

Urgench State Pedagogical Institute, 1st year master's student, Preschool Education Department

Annotation: In this article, the issue of interrelation between genetic characteristics and child psychology is considered in the context of preschool education. Genetic factors in child development, including temperament, intellectual abilities, and genetic defects, and how they play a role in his psychological and social formation are analyzed. The article also emphasizes the importance of adapting psychological approaches and educational methods to individual genetic characteristics of children. Methods of creating conditions for the optimal development of children by combining genetic and psychological factors in the environment of preschool education are highlighted. This study provides a scientific basis for the use of an individual approach in educational practice.

Key words: Genetic characteristics, child psychology, preschool education, temperament, intellectual development, genetic defects, individual approach, educational methods, stress management, child development.

INTRODUCTION

The mutual integration of genetics and psychology is deeply important in the study of human development. The genetic characteristics of each person appear as the main determinant in his physiological and psychological development, as well as in the process of social adaptation. In particular, the development of preschool children is an optimal model for studying the complex interactions of these processes. Temperament, cognitive abilities, and behavioral tendencies transmitted through genetic inheritance are seen as factors shaping the process of psychological development. Children's psychological development is determined by genetic factors combined with the influence of the external environment. In particular, the process of pre-school education requires consideration of the child's genetic potential and individual psychological characteristics in order to create conditions for the child's intellectual and emotional growth. This creates the need to optimize the educational process, use individual approaches, and scientifically substantiate pedagogical strategies.

This article is aimed at studying the interaction of genetic characteristics with psychological processes in the management of child development in preschool education. and serves to analyze practical approaches.

LITERATURE ANALYSIS

The interest of researchers in the spirit of childhood and childhood psychology has always existed, but the subject of scientific study of childhood is very late, the necessary conditions for such a study are pedagogy, formed in biology, medicine, experimental psychology. Pedagogy always needed psychological knowledge, sought to be based on them. Y.A. Comenius, J. Locke, J.J. Rousseau, I. G. Pestalozzi, F. Frebel, I. F. Herbart, A. Disterweg and other great teachers of the past emphasized the need to build education and upbringing based on the knowledge of the age and individual characteristics of children, to encourage teachers, educators and parents to study the nature of childhood. called, not only showed interest in child psychology, but also tried to understand its laws. J.J. Rousseau's concept of natural education had a great influence on the development of interest in the problems of children's psyche, according to which the main goal of

education is the natural development of the child's inner nature. assistance was based on careful study of it. J.-J., who understands childhood as a unique, qualitatively unique stage of human development, treats it with love and respect. Rousseau tried to reveal the internal laws of child development, to build periodization and training stages according to them.

In fact, at the end of the 18th century, doctors showed a scientific interest in children, they were faced with the fact that children cannot be treated like adults, due to the characteristics of their body and the uniqueness of diseases. The first book on the mental development of a child belonged to the German doctor and philosopher T. Tiedemann (1787), who managed to describe in detail and The need for such research was justified by the requirements of pedagogy, because education should rely on accurate knowledge of the development of mental characteristics and the time of their appearance.

In the middle of the XIX century. interest in child psychology is growing, the scientific problem of the relationship between pedagogy and psychology related to the development of general education has appeared, and in the practice of preschool education began to form in contrast to home education, where it was not easy to implement an individual approach to the child and learn his characteristics, interests, consistently the mental development of a child from birth to three years of age. tried. Distinguishing the motor, sensory and emotional areas as the most important, he noted the manifestation of the child in these areas.

Thus, for the first time, psychology saw a special object - the baby's psyche, and the development of its components became the subject of study. It was also important to choose an appropriate research method - objective external observation, because a child who does not have speech and reflection cannot talk about his experiences, even more so he uses introspection. In addition, the development of a particular child was observed over a long period of time, i.e. according to the strategy of longitudinal sections.

RESEARCH RESULTS

The main results of the study show that the interaction between the child's genetic characteristics and psychological development plays an important role in the process of preschool education. Genetic factors, particularly temperament, cognitive abilities and emotional stability, are among the main determinants of a child's social adaptability, behavior and educational success. is one. The influence of genetic characteristics on psychological development: Among the children who participated in the study, different forms of temperament (active, passive, sociable, cautious) were associated with their socio-emotional development. it was found to have a direct impact on development. For example, children with an active temperament tend to play more in groups, which increases their socialization and emotional stability. At the same time, children with a cautious temperament prefer to play alone more often, which can make them more sensitive to stress. The interaction of intellectual development and educational environment: Intellectual abilities transmitted through genetic inheritance determine the level of success of a child in the educational process. Research has shown that children with high cognitive abilities absorb new information faster and develop logical thinking. However, educational methods for these children must be adapted to their individual needs, otherwise their potential may not be fully revealed.

Stress and resilience: Children who are genetically sensitive to stress are more likely to need psychological and pedagogical support. The research also focuses on providing psychological stability for these children, personal approaches and safe education it was determined that the environment is of great importance. For children who are genetically prone to stress, for example,

the use of calming games or psychological exercises will have positive results in their development.

Individual approach and educational methods: Taking into account the genetic characteristics and psychological aspects of children increases the effectiveness of educational methods adapted to their individual development. According to research, special teaching approaches (such as kinesthetic, visual or auditory approaches) for children with genetic differences give them the best chance of development. creates Also, these approaches develop children's self-awareness and ability to solve psychological problems. As a result, the impact of the child's genetic characteristics and psychological development on the educational process are interrelated and taking them into account, optimizing the educational process will help children develop fully. It provides valuable guidelines for scientific research, development of individual approaches for pedagogues, and consideration of genetic factors.

"If you compare a child who received kindergarten education with a child who did not go to kindergarten, it is not difficult to notice that there is a huge difference in their level of thinking." It is considered appropriate to divide the period into three stages: preschool period (3-4 years old); middle school period (4-5 years old); senior school age (5-6 years old). to the age of 6-7); In the course of development, a preschool child enters into a special relationship with the things and events created by his ancestors, the mysteries of the universe. He actively assimilates and takes possession of the achievements made by mankind.

In the child, the world of things and phenomena, the actions performed with their help, understanding of the mother tongue and relationships between people, the motives of activity at the same time development, growth of abilities takes place on the basis of direct support of adults. This happens in the family with the support of parents, and in pre-school educational institutions with the support of a teacher. Basically, from this period, the independent activity of the child begins to increase. Independence in action is the basis for independence in thinking. In addition, at the preschool age, they improve complex movements, form elementary hygiene, cultural and labor skills, develop speech and social ethics and aesthetic taste. it is also the period of the formation of the first buds.

CONCLUSION

Analysis of the genetic and psychological foundations of child development shows the importance of individual approaches and pedagogical strategies in the preschool education system. Genetic characteristics, such as temperament, intellectual abilities, and innate aspects of behavior, play a key role in a child's social and emotional development. It is also necessary to take into account genetic factors to ensure psychological stability and stimulate cognitive growth in preschool children. The interaction between child psychology and genetics provides an important scientific basis for the development of individual approaches of pedagogues in preschool education. Also, methods and strategies adapted to the genetic characteristics of children in the educational process help their maximum development. In addition, adaptation to genetic characteristics makes it possible to organize education and upbringing conditions for children more effectively and at an individual level.

At the same time, comprehensive research of genetic and psychological interaction serves to introduce more advanced approaches in pedagogical practice. This opens up new scientific and practical perspectives in supporting child development, and makes it possible to increase the effectiveness of the educational system.

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