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Maktabgacha yoshdagi bolalarning aqliy rivojlanishiga oilaviy omillarning ta’siri

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Annotatsiya. Mazkur maqolada maktabgacha yoshdagi bolalarning aqliy rivojlanishida oilaviy omillarning ahamiyati ko‘rib chiqiladi. Oila muhitining bolaning kognitiv rivojlanishiga ta’siri o‘rganilib, ota-onalar, buvilar va boshqa oila a’zolari bilan o‘zaro munosabatlarning bolalar rivojlanishiga ta’siri tahlil qilinadi. Shuningdek, oila tarbiyasining ijobiy va salbiy ta’sirlari, oilaning ta’lim darajasi va oilaviy sharoitlarning bolaning kognitiv qobiliyatiga qanday ta’sir qilishiga oid ilmiy ma’lumotlar keltiriladi.

Kalit so‘zlar. Kognitiv rivojlanish, oila, bola, tarbiya, oilaviy omillar, psixologik ta’sir, maktabgacha ta’lim, ota-onalar

Влияние семейных факторов на психическое развитие детей дошкольного возраста

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Аннотация. В статье рассматривается значение семейных факторов в психическом развитии детей дошкольного возраста. Изучается влияние семейной среды на когнитивное развитие ребенка, а также анализируется влияние взаимодействия с родителями, бабушками и дедушками и другими членами семьи на развитие ребенка. В нем также представлена научная информация о положительном и отрицательном влиянии семейного воспитания, уровня образования семьи и о том, как семейные обстоятельства влияют на когнитивные способности ребенка.

Ключевые слова. Когнитивное развитие, семья, ребенок, воспитание, семейные факторы, психологическое воздействие, дошкольное образование, родители

The influence of family factors on the mental development of preschool children

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Abstract. This article examines the importance of family factors in the mental development of preschool children. The impact of the family environment on a child's cognitive development is studied, and the impact of relationships with parents, grandparents, and other family members on child development is analyzed. It also presents scientific data on the positive and negative effects of family upbringing, the level of family education, and how family circumstances affect a child's cognitive abilities.

Keywords. Cognitive development, family, child, upbringing, family factors, psychological impact, preschool education, parents

Maktabgacha yoshdagi bolalar rivojlanishida oila muhitining ta’siri katta ahamiyatga ega. Oila bola uchun birinchi ta’lim muassasasi bo‘lib, bolaning psixologik, intellektual va ijtimoiy rivojlanishida muhim o‘rin tutadi. Oila muhitining ijobiy yoki salbiy ta’siri bola hayotining barcha jabhalariga, shu jumladan, uning aqliy rivojlanishida ham o‘z aksini topadi. Bolaning aqliy qobiliyatlari uning jismoniy rivojlanishi kabi oilaviy omillar, ota-onalarining ta’lim darajasi, oilaviy ijtimoiy holat va bola bilan o‘zaro muloqotining sifatiga bog‘liq bo‘ladi. Shu nuqtai nazardan, oila muhitining bolaning rivojlanishiga ta’sirini o‘rganish, jamiyat va ta’lim tizimi uchun katta ahamiyatga ega.

Bolaning aqliy rivojlanishi – bu uning axborotni qabul qilish, qayta ishlash va uni kundalik hayotida qo‘llash qobiliyatining shakllanish jarayonidir. Oila a’zolarining bola bilan o‘zaro munosabati, uning o‘rganish va dunyoqarashini shakllantirishda katta rol o‘ynaydi. Ota-ona, buvi, aka-uka va opa-singil o‘rtasidagi munosabatlar bolaning ijtimoiy va kognitiv rivojlanishiga bevosita ta’sir qiladi.

Ota-onalarning ta’lim darajasi va psixologik holati bolaning bilim olishga bo‘lgan qiziqishiga va uning aqliy rivojlanishiga ta’sir etadi. Tadqiqotlar shuni ko‘rsatadiki, ota-onalari o‘qimishli bo‘lgan bolalar ko‘pincha o‘qishga bo‘lgan qiziqishni yuqori darajada namoyon etadilar. Ota-onalar tomonidan berilgan ta’lim va axborot bolaning intellektual rivojlanishida muhim ahamiyatga ega. Masalan, ko‘p

kitob o‘qish, ilmiy savodxonlikni oshirish, bolalarga mavzularni o‘zlari tushunib o‘rgatish ularning kognitiv qobiliyatlarini rivojlantiradi.

Oila muhitining bolalarning aqliy rivojlanishiga ta’siri - bolalar uchun qulay o‘quv muhitini yaratish, ota-ona va bola o‘rtasida doimiy muloqot o‘rnatish bolalarning muammolarni hal qilish, tafakkur qilish va o‘rganish jarayonlarini tezlashtiradi. Shuningdek, oilaviy ijtimoiy holat, iqtisodiy sharoitlar ham bolalarning rivojlanishiga o‘z ta’sirini ko‘rsatadi. Masalan, iqtisodiy jihatdan barqaror oilalarda tarbiyalangan bolalar ko‘pincha maktabda yuqori natijalarga erishadilar.

Oila – bolaning aqliy rivojlanishining birinchi muhitidir. Oila sharoiti, ya’ni ota-ona bilan muloqotning sifatiga qarab, bolaning kognitiv rivojlanishi tezlashishi yoki sekinlashishi mumkin. Oilaviy muhitda bola o‘zining ilk ta’limini oladi: nutqni rivojlantirish, asosiy axborotlarni qabul qilish va o‘ziga xos dunyoqarashni shakllantirish.

Tadqiqotlar shuni ko‘rsatadiki, oilaviy ta’lim darajasi bilan bolalarning intellektual rivojlanishi o‘rtasida bevosita bog‘liqlik mavjud. Ota-onalarning bilimga bo‘lgan munosabati, ularning kitob o‘qishga bo‘lgan qiziqishi bolalar uchun ta’limning asosiy poydevori bo‘lib xizmat qiladi. Oilaviy sharoitda bolaga berilgan o‘qish va tarbiya, uning kognitiv rivojlanishini shakllantiradi.

Maktabgacha ta’limda oila bilan hamkorlik bolalar rivojlanishini shakllantirishda katta ahamiyatga ega. Maktabgacha ta’lim muassasalarining o‘qituvchilari ota-onalar bilan yaqindan hamkorlik qilishi, bolalarning rivojlanishiga ijobiy ta’sir ko‘rsatadi. “Ilk qadam” davlat o‘quv dasturi da ko‘zda tutilgan o‘qituvchi-ota-ona hamkorligi, bolalarning kognitiv va ijtimoiy rivojlanishini yanada rivojlantirishga yordam beradi.

Ota-onalar bilan hamkorlikning bir qancha shakllari mavjud: ota-onalarning bolalariga bo‘lgan e’tiborini oshirish, ularni ta’lim jarayonlariga jalb etish, va maktabgacha ta’lim muassasalarida olib borilayotgan ilmiy tadqiqotlarga ota-onalarni kiritish. Bu jarayonlar bolalarning dunyoqarashini kengaytirish va ularning aqliy rivojlanishini qo‘llab-quvvatlashga xizmat qiladi.

Buvilar bolalarga qarashda o‘ziga xos uslublarga ega. Ular ko‘pincha farzandlaridan ko‘ra kamroq intellektual ehtiyojlarga ega, shuning uchun ularning bolalarga bo‘lgan tarbiyaviy ta’siri turlicha bo‘ladi. Ba’zi hollarda, buvilar bolalarga haddan tashqari erkinlik berishlari mumkin, bu esa bola xatti-harakatini nazorat qilishda qiyinchiliklarga olib kelishi mumkin. Biroq, boshqa bir holatda, buvining

yoshi ularga bolalarga yanada chuqurroq va boy tajribalarni uzatish imkoniyatini yaratadi, bu esa bolaning kognitiv rivojlanishiga ijobiy ta’sir ko‘rsatishi mumkin.

Odamning aqliy faoliyati - bu umumiy ham maxsus aqliy harakatlar xilma-xil sistemalarining katta miqdoridir. Ko’pgina vazifalarni hal etishda qo’llaniladigan keng ko’lamdagi aqliy harakatlarni shakllantirish ayniqsa, muhimdir. Bunday harakatlarga tahlil, qiyoslash, umumlashtirish kiradi. Ham umumiy, ham maxsus aqliy harakatlarni egallash aqliy faollik va mustaqillikning rivojlanishini ta’minlaydi. Aqliy faoliyatning moslashuvchanligi va jo’shqinligini, hodisalarni xilma-xil aloqalar va munosabatlarda ko’ra bilishni shakllantirishga yordam beradi. «Aqliy mehnat madaniyati» tushunchasiga aqliy faoliyatning umumiy tartibliligi, rejaliligi, vazifani qabul qilish va o’rtaga qo’yish, uni hal etish usullarini tanlash, ishlab chiqilgan harakat rejasini izchil amalga oshirish natijalarini baholash mahorati kiradi. Aqliy mehnat madaniyati aqliy faoliyatning maxsus malakalari va ko’nikmalarini, kitob bilan ishlash ko’nikmalarini egallash darajasi, ilmiy bilish usullari va metodlarini, turli yordamchi vositalardan foydalanish bilan ham bog‘liqdir. Aqliy tarbiya vazifalaridan har biri maktabgacha yoshdagi bolalarni tarbiyalashni tashkil etishda hisobga olish lozim bo’lgan bir qancha vazifalarni o’z ichiga oladi. Boladagi qiziquvchanlik va aqliy faollikning qay darajada rivojlanganligini bolaning aqliy ko’rsatkichining yuqoriligida ko’rish mumkin.

Maqolada maktabgacha yoshdagi bolalarning aqliy rivojlanishiga oilaviy omillarning ta’siri batafsil tahlil qilindi. Oila muhitining bolalarning intellektual rivojlanishiga qanday ta’sir qilishini o‘rganish jamiyat va ta’lim tizimi uchun juda muhimdir. Oilaviy sharoitlar, ota-onalar va boshqa oilaviy a’zolarning ta’lim darajasi, psixologik holati va bola bilan o‘zaro muloqoti bolaning kognitiv rivojlanishiga bevosita ta’sir qiladi. Yuqoridagilardan kelib chiqib, ushbu tavsiyalarni aytib o‘tish mumkin:

1. Ota-onalar o‘rtasida ta’lim darajasini oshirish, ilmiy bilimlarni o‘rganishga jalb qilish.

2. Oila ichida muloqotni rivojlantirish va bola uchun qulay o‘quv muhitini yaratish.

3. Maktabgacha ta’lim muassasalarining ota-onalar bilan hamkorlikni kuchaytirish.

4. Oila va maktab o‘rtasidagi hamkorlikni yanada mustahkamlash.

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