



The Influence of Mobile Phones on the Psychology of Pre-School Children

Nigora Shamsiddinovna Gazieva

Head of the "Pedagogy and Psychology" department

Angren University

Abstract: the article talks about the influence of mobile phones on the psychology of preschool children.

Key words: mobile phone, tablet, socialization, social experience, media environment, media education, preschool child, parents, educators.

Мобил Телефонларнинг Мактабгача Ёшидаги Болалар Психологиясига Таъсири

Нигора Шамсиддиновна Газиева

"Педагогика ва психология" кафедраси уқитувчиси

Ангрен Университети

Аннотация: мақолада мобил телефонларнинг мактабгача ёшидаги болалар психологиясига таъсири ҳақида гап борган.

Калит сўзлар: мобил телефон, планшет, ижтимоийлашув, ижтимоий таъриба, media муҳит, media-таълим, мактабгача ёшдаги бола, ота-оналар, тарбиячилар.

Observing the changes that are taking place in modern Uzbek society, in connection with the expansion of world integration processes, the expansion of the range of new life situations, the opportunities for a person to manifest social activity, the problem of forming social experience for preschool children is extremely relevant and timely.

The upbringing methodology laid down in modern state documents of Uzbekistan provides for the priorities of a socially developed personality, morally stable, socially adapted, capable of self-development and constant self-improvement, able to find their place in life, renew the spiritual culture of their society. The needs of the formation of a positive social experience in the child, constant tendencies of behavior, the ability for independent critical thinking, for the assimilation of new knowledge, social and moral maturity are noted.

The personality of a child from early childhood is influenced by various factors of socialization. A. Mudrik conventionally divides them into the following groups: megafactors (space, planet, world community); macro factors (ethnos, country, state); microfactors (family, institutions of education and upbringing, group of peers). Micro-level factors are the most important for preschoolers: a family, a preschool educational institution, a group of preschool



children, a diverse community of people in which children communicate with different categories of people, gain social experience, construct an image of the social world. Today, social experience among preschoolers, in our opinion, is one of the most influential factors in the acquisition and formation of the media. There are objective reasons to consider the media development environment as a space for the activity of a modern child, where the media become an important factor in socialization and, as a consequence, the formation of children's social experience.

Modern preschoolers, both in a spontaneous and in a pedagogically controlled process, acquire a variety of social experience that ensures the development of a personality throughout life. This experience allows a person to appear as a real subject of activity. The success and efficiency of the process of forming children's social experience depends on many indicators: the degree of participation of teachers and parents in the process of its formation; degree of assimilation of social knowledge, skills; level of development of consciousness; the degree of manifestation in the child of an active position in relation to the immediate environment.

The media environment as a developing space for the activity of a modern child is becoming, in our opinion, one of the most influential factors in the acquisition of social experience by preschoolers at the present stage.

The main objectives of media education are to promote the formation of: media information literacy as a set of skills, knowledge, understanding and attitudes that enable consumers to: effectively and safely use media, consciously choose, understand the nature of content and services, as well as the ability to protect themselves and their families from harmful or vulnerable information materials; media immunity of the personality, which makes it able to withstand the aggressive media environment and destructive media and information influences; reflection and critical thinking as a mechanism of media literacy; abilities for media creativity for self-expression of the individual and the realization of life tasks, various aspects of media culture (visual, musical, media media, modern areas of media art).

The concept is aimed at preparing and conducting a full-scale phased work on the introduction of media education in Uzbekistan. Forms of media education definitely, according to the Concept, lag behind the age-old levels of education.

Media education in a preschool institution is complex and is aimed at a balanced aesthetic and intellectual development of the child's personality (including various forms of intelligence, in particular emotional, social and practical intelligence), provides protection from an aggressive media environment (from information "garbage"). ", which does not correspond to the age-old possibilities of the child's psyche of information influences, in particular products that contain elements of violence, horror, erotica), the ability to navigate, choose and use media products adapted in accordance with age-old norms. But, unfortunately, the principles laid down in the Concept are somewhat at odds with reality.

The media-information security of an individual depends on the implementation of precautionary measures in the media-information field by the state, as well as on the ability of each individual to resist destructive media-information influences - psychological impact technologies.

The role of media in the formation of personality was considered by many modern scientists, among them: N. Goryachev, S. Demyanchuk, V. Egorov, N. Ivanova, I. Kindrat, Yu.



Loshkarev, A. Mudrik, K. Parsyak, O. Petrunko, S. Semchuk, M. Timorshyn and others Ge. Berger, A. Mol, L. Porscher, Tardi, S. Frenet devoted their research to the problems of "media education" and "audiovisual literacy" of the younger generation. Scientists (V. Abramenkova, G. Apostolov, N. Povyakel) proved that a modern preschooler most of the time is under the influence of the media, which steadily affects his individual development and social development.

Researcher O. Petrunko believes that today traditional institutions (family, preschool education institution) have significantly weakened their influence on the socialization of the child, and their functions have gradually passed to the media. In our study, we are not so categorical and in no way erase the leading role of the family and the preschool institution in the socialization of the individual. But it is impossible not to agree with the opinion of the researcher, who claims that gradually the psychosocial system society - "personality" changes according to its structure, content and takes on the form of "society-media-personality".

The scientist S. Semchuk notes that the social development of a preschool child under the influence of the media is carried out along two interdependent lines. On the one hand, society, thanks to the spread of the media, provides the growing personality with information in the form of certain stereotypes of behavior. Through the information provided in the media, the child gradually masters social experience (acquires knowledge, skills, forms personal needs, abilities, feelings), expands and systematizes them in accordance with his own experience and understanding. On the other hand, the child is not only aware, but also aware of himself as the subject of a wide range of social relations.

We cannot deny the fact that the media today is one of the most important areas in the lives of people all over the planet. At the turn of the XX-XXI century. screen media (namely, television and the Internet) have irrevocably squeezed out the print media and seized the lion's share of the world's information space, turning it into a media space. Most readers have become an audience that, regardless of age, has access to any information in unlimited quantities. Even preschool children witness dangerous and traumatic events on the screen (scenes of cruelty and violence), and also consume information that has a destructive effect on their psyche and behavior.

Rapid changes in the information educational space have not left the preschool child aside from these processes. Comparing the pace of life and the amount of knowledge of a child of our century and a child who lived 200-300 years ago, researcher M. Saakyants proves that the results of this comparison will not always be in favor of children of the third millennium. Among the negative factors that today have an undesirable effect on the health and psyche of the child, the scientist identifies the following: environmental factors (pollution of the living environment, chemical and mutagenic nutrition); an extraordinary amount of information (television, radio, Internet, literature, communication); the growing role of technology in human life (sometimes the child's parents, due to life situations, spend a significant part of their time at the computer, various mechanisms, and the rest - at the TV); insufficient physical rhythm of life (sometimes the child's movement is limited only on the way to a kindergarten or school); pathological influence of television, press, Internet (intrusive advertising, frivolous programs, eye fatigue). The extraordinary amount of information that surrounds him today



requires the preparation of the child for activities and learning in such a rich environment already at the stages of preparation for school.

Among the audiovisual media, television plays a special role. Our survey of parents of preschool children to study the degree of "consumption" of various types of media by children showed that the first contact with television in children occurs in the second year of life. In the age group of 2-3 years, children already watch 60% of TV programs regularly. A child at preschool age spends an average of four hours in front of the TV every day, reviewing programs addressed mainly to an adult audience. These data coincide with the results of sociological surveys (V. Abramenkova, N. Avdeev, A. Bogatyrev), which prove that television occupies one of the leading places in terms of educational impact after the family and preschool education. According to a survey of parents, 50% of children watch TV programs without choice and restrictions.

Undoubtedly, a kind, high-quality animated film is a very necessary material for the development of game plots, for drawing, modeling and, in general, the formation of a positive social experience for children. This forms in the child's mind a model of the surrounding world, resentment against the mother and father, the second and the enemy, all that the child will be guided by all his life as a spiritual compass.

Children always associate themselves with the main character of a work, be it a book or a cartoon. Usually girls are attracted to women's grievances, and boys are attracted to men's, which is quite natural. Unfortunately, not all modern animated films meet all the necessary requirements. Most of them have certain characteristics that make them undesirable for revision by preschoolers.

The researchers found that children watch not only cartoons, children's soap operas, programs and feature films. They are the most active recipients of the advertising message (on average, every second preschooler watches ads and TV shows targeted at an adult audience). Television attracts the attention of children with its curative, entertaining, aesthetic, educational, informational, and communicative functions. At the same time, for a child, it can become both a means of further development, the formation of a worldview, self-education, the acquisition of new knowledge and views, and a source of aggression, violence, anti-morality, conflict. This position is confirmed by a number of studies conducted by modern experimental psychology (O. Aguzarova, A. Asmolov, Yu. Vasilkina, E. Sigman, D. Halford), which reveal the negative impact of television on the psychophysiology of the child.

The image on the TV screen does not contribute to the formation of spatial and color vision, the shape and style of depicting people and objects in animated films (rough, square or other unnatural features, bodies, etc.) distort the perception and representation of these characters by children in objective reality. This is especially harmful at preschool age, when internal grievances and an internal plan of action are actively formed. This usually happens with the help of an adult who tells, reads fairy tales and stories to the child, while listening to which the child tries to imagine events, remember and experience them. When a child perceives a reality that has already been constructed on the screen, a passive and devoid of personality absorbs ready-made grievances, internal grievances, he does not have the opportunity to display imagination and creativity.



Together with modern researchers, we are convinced that a preschool child does not have time to remake, analyze, generalize and evaluate information, therefore a passive contemplator is brought up, and not a critical consumer. Preschoolers begin to think of ready-made associations, ask superficial questions and give superficial answers.

The fact that television influences the volitional sphere and behavior of children is implicit. Our observation of older preschoolers in the course of role-playing games, in particular "Shop", "Home", "Hospital", "Barbershop", indicates that quite often children repeat certain phrases from advertising, TV shows (copying the statements of their loved ones, teleheroes). Therefore, after the child's emotional perception of media products, the stage of unconscious inheritance of the style of behavior offered by television begins. Television provides ready-made examples of behavior instead of shaping the ability to solve problems; so we will soon have a generation of followers, but no artists.

The computer occupies the second place in terms of the frequency of use and the strength of the impact on the mind of the child. The modern child grows up in an environment where the computer is as normal and everyday as electric lights, cars, televisions or mobile phones.

Excessive interest in TV shows, movies and computer games also contributes to the development of child inactivity, which is becoming increasingly rampant. After a long, relatively still sitting in front of the TV, the child may develop unnatural arousal as a compensation for the previous state of physical inactivity. Sometimes he cannot concentrate, does not know "what to do with himself"

At the same time, the use of modern information and communication technologies increases the burden on the child's body and causes persistent dependence.

REFERENCES:

1. Botirova, M., & Seytsaliyeva, I. (2021). Formation of the Ability of Primary School Students to Evaluate and Diagnose the Future Professional Activity of the Child. *European Journal of Research Development and Sustainability*, 2(4), 68-70.
2. Ikromova, M., & Zokirjonova, M. (2022). Ways to Improve the Musical and Rhythmic Activity of Preschoolers. *Middle European Scientific Bulletin*, 22, 271-274.
3. Toshmatova, Z. J. (2021). Interaction of kindergarten and family in modern conditions. *ASIAN JOURNAL OF MULTIDIMENSIONAL RESEARCH*, 10(4), 853-860.