

Carlson in the Life of a Child and its Psychological and Pedagogical Significance

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Abstract

The article examines the features of primary school age; special attention is paid to the crisis of 7 years. The author reveals the problems of loneliness of a child of this age, which arises due to insufficient attention of parents to the child's life. Using the example of the analysis of A. Lindgren's fairy tale "The Kid and Carlson", the peculiarities of experiencing intrapersonal loneliness of young school-age children are revealed.

Keywords: primary school age, crisis of 7 years, loneliness, family loneliness. Junior school age is called the peak of childhood.

This is, first of all, insufficient attention of parents to the problems of the child, which entails his intrapersonal loneliness. This problem is very vividly reflected in the fairy tale of the Swedish writer Astrid Lindgren "The Kid and Carlson". Due to the many serious difficulties and problems in modern psychological and pedagogical science, the problem of loneliness has been given enough attention. This is, first of all, insufficient attention of parents to the problems of the child, which entails his intrapersonal loneliness. This problem is very vividly reflected in the fairy tale of the Swedish writer Astrid Lindgren "The Kid and Carlson". Due to the many serious difficulties and problems in modern psychological and pedagogical science, the problem of loneliness has been given enough attention. However, familiarization with the literature on the problem of child loneliness during the crisis of 7 years showed that this problem has not been studied enough. The aim of the work is to show the influence of the style of family education on the emergence of a sense of loneliness in a seven-year-old child on the example of Astrid Lindgren's fairy tale "The Kid and Karlsson". Like any crisis, the crisis of 7 years is not rigidly connected with an objective change in the situation.

It is important that the child experiences the system of relationships in which he is included, whether it is a stable relationship or a sharply changing one. The perception of their place in the relationship system has changed, which means that the social situation of development is changing and the child finds himself at the Center for Scientific Cooperation "Interactive Plus" 44 Pedagogy and

Psychology: prospects for the development of the border of a new age period. According to L.I. Bozhovich, the crisis of 7 years is the period of birth of the child's social "I". There is a change in self-awareness. This leads to a reevaluation of values. Old interests, motives lose their motivating force; new ones come to replace them. A seven-year-old child plays with passion, and will play for a long time, but the game ceases to be the main content of his life, because a new type of activity appears - educational activity. The restructuring of the emotional and motivational sphere is not limited to the emergence of new motives and shifts, permutations in the hierarchical motivational system of the child. During the crisis period, there are profound changes in terms of experiences, prepared by the entire period of personal development in preschool age. At the end of preschool childhood, the child became aware of his experiences. Now conscious experiences form stable affective complexes. Individual emotions and feelings experienced by a child of four years old were fleeting, situational, did not leave a noticeable trace in his memory. During the crisis of 7 years, what L.S. Vygotsky calls a generalization of experiences manifests it self. The chain of failures or successes experienced by the child each time leads to the formation of a stable affective complex - feelings of inferiority, humiliation, insulted self-esteem or a sense of self-importance, competence. Of course, in the future, these affective formations may change; even disappear as experience of a different kind accumulates. But some of them, supported by relevant events and assessments, will be fixed in the personality structure, and affect the development of the child's self-esteem, his level of claims. Thanks to the generalization of experiences, the logic of feelings appears. The complication of the emotional and motivational sphere leads to the emergence of the inner life of the child. At this age, for the first time there is a meaningful reaction to their experiences, a new attitude towards themselves. Experiences become meaningful. A happy child understands that he is happy; an angry child understands that he is angry. The main symptoms of the crisis of 7 years include: 1. Loss of spontaneity. The naivety and spontaneity of the child's behavior before the crisis means that the child is externally the same as inside. There is very little childish naivety and spontaneity in adults and the presence of them in adults makes a comic impression. The loss of immediacy means bringing an intellectual moment into our actions. If before the crisis the child's behavior was built and realized according to desires, now, before doing something, the child thinks what it can cost him. 2. Mannerism. The child's soul becomes closed, and he begins to play a role, portraying something of himself and hiding something at the same time. 3. The symptom of "bitter candy". When a child feels bad, he begins to hide his feelings and feelings, tries not to show them to others. During this period of time, the theory and methodology of general education of 4-5 children is changing dramatically, becoming more difficult to educate than before. Benjamin Spock writes: "The child stops using too "adult" words and his style of speech becomes rude. He only wants to wear clothes and hairstyle like the other guys... slam doors or forget to close them behind you. He changes the role model: he used to imitate adults, and now he imitates his peers. He claims his right to independence from his parents...

These bad manners and bad habits are very frustrating for parents. They think that the child has forgotten everything that he has been taught for so long. In fact, these changes prove that the child has forever learned what good behavior is, otherwise he would not have rebelled against it. When the child feels that he has established his independence, good behavior will return. Of course, not every child becomes disobedient in this age.

If the parents are sociable people and the child has a good relationship with them, then perhaps there will be no obvious signs of rebellion at all. In girls, rebellion is usually less pronounced than in boys... It is not uncommon to encounter aggression (verbal and physical), and in some children it takes extreme forms in the form of a destructive attitude to things. The child becomes hot-tempered, grumbles in response to some dissatisfaction with him from an adult; he is poorly contacted, disobedient. Some children may even refuse to eat and drink at the same time. It is not uncommon to encounter the exact opposite phenomenon – absolutely passive behavior.

Such children worry their parents and caregivers with excessive passivity and absent-mindedness. The reason in both cases is childhood experiences. Their re-construction is taking place. From "I myself" and "I want" to "it's necessary" is a long way, and a preschooler passes it in just some 3-4 years. Therefore, the drama of this transition is understandable. All these external features begin to disappear when the child comes out of the crisis and enters a new age. Thus, primary school age, in particular the crisis of seven years, is an important stage in a child's life. The whole way of life is changing dramatically, permanent responsibilities appear, and the circle of communication expands. There is certain self-esteem, the manner of work, the skills of interaction with others. People who lack live communication are trying to make up for it at the expense of someone or something. They hide in constant employment or other actions in order not to feel lonely or to be left alone with their thoughts. If we associate this judgment with the crisis of seven years, it turns out that the child, also experiencing loneliness in the family, leaves his loneliness. This phenomenon is vividly described in the fairy tale of the famous Swedish writer Astrid Lingren "The Kid and Carlson". From the plot of this work, the feeling of the childhood of the baby, during the crisis of seven years, is clearly traced. With the coincidence of this Center for Scientific Cooperation "Interactive plus" 46 Pedagogy and psychology: prospects for the development of a crisis with loneliness in the family – the "Carlson syndrome" appears. That is, the kid created for himself an imaginary friend who helped him cope with loneliness and diversify his life.

In this work, the loneliness of the baby is clearly traced; the most striking example is the desire of the Baby in a friend, a dog. "– You're loitering in the streets! Dad said. But Dad didn't know that on the way home the kid met a puppy. A cute, lovely puppy who sniffed the Baby and wagged his tail affably, as if he wanted to become his pup. If it depended on the Baby, then the wish would come true immediately. But the trouble was that Mom and dad never wanted to keep a dog in the house." Analyzing this part of this work, it becomes clear that in the family in which the child grew up, there

was a misunderstanding and rejection of his desire to have a pet that would become his real friend and help him overcome the feeling of loneliness. And then the Kid tells his parents about it, expresses that he feels lonely. "It looks like you'll live your whole life without a dog," the Kid said bitterly when everything turned against him. – Here you have a mom and a dad; and Bosse and Bethan are always together too. And I – I have no one!.. Dear Baby, you have all of us! Mom said. "I don't know..." the Kid said with even more bitterness, because it suddenly seemed to him that he had nothing in the world." His parents' beliefs that he has "all of them" could not convince him that he is not alone at all. The kid goes to his room, where his first "meeting" with Carlson takes place. Family loneliness is a fairly common problem today. The family seems to live normally, there is communication, but family members often experience a feeling of loneliness. Especially often children are subject to this feeling, in particular during age crises. This may be a crisis of adolescence, or maybe, as in our case, a crisis of seven years. Family loneliness is a fairly common problem today. The family seems to live normally, there is communication, but family members often experience a feeling of loneliness. Especially often children are subject to this feeling, in particular during age crises. This may be a crisis of adolescence, or maybe, as in our case, a crisis of seven years. In order to avoid misunderstanding between the child and parents in this case, it is necessary to follow a number of simple rules that will help the course of the crisis of seven years more gently and minimize the feeling of loneliness. Parents need to remember that this is a temporary phenomenon and with the correct behavior of adults, these phenomena will pass. Adults who surround the child need to define a unified system of requirements for him, to be calm, friendly, even in relations with the child. And at the same time demanding and persistent in fulfilling the requirements. And most importantly – love the child! Spend time together more often, communicate, talk, explain things incomprehensible to the child, and do not hide your feelings.

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