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CORRECTION OF ANXIETY IN CHILDREN

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Abstract: This article is devoted to the issues of educating the younger generation in today's rapidly changing, highly intense, and complex era of globalization. It focuses on protecting young people from moral threats that contradict universal values, fostering their development into highly spiritual individuals, and addressing one of the most urgent tasks—planning and organizing educational activities in educational institutions. The article also analyzes the successful socialization of the individual and the formation of moral and ethical qualities.

Key words: era of globalization, youth education, morality, pedagogical influence, children's anxiety, individual-psychological characteristics, nonverbal communication.

Annotatsiya: Mazkur maqola jadal sur'atlar bilan o'zgarib borayotgan bugungi o'ta shiddatli va murakkab globallashuv davrida yoshlarni tarbiyalash masalalariga bag'ishlanadi. Ularni umuminsoniy qadriyatlarga zid bo'lgan ma'naviy xurujlardan asrash, yuksak ma'naviyatli shaxs sifatida kamol toptirish, shuningdek, ta'lim muassasalarida o'quvchi-yoshlar bilan uyushtiriladigan tarbiyaviy tadbirlarni rejalashtirish va tashkil etish eng dolzarb masalalardan biridir. Shaxsning muvaffaqiyatli ijtimoiylashuvi, unda ma'naviy-axloqiy fazilatlarni shakllantirish masalalari ham maqola doirasida tahlil qilinadi.

Kalit so'zlar: globallashuv davri, yoshlar tarbiyasi, axloq, pedagogik ta'sir, bolalar bezovtaligi, individual-psixologik xususiyatlar, noverbal kommunikatsiya.

Аннотация: Данная статья посвящена вопросам воспитания молодежи в эпоху стремительных и сложных процессов глобализации. Актуальными задачами являются защита молодых людей от духовных угроз, противоречащих общечеловеческим ценностям, их развитие как высоконравственных личностей, а также организация и планирование воспитательных мероприятий в образовательных учреждениях. Особое внимание уделяется вопросам формирования у личности морально-нравственных качеств и успешной социализации.

Ключевые слова: эпоха глобализации, воспитание молодежи, нравственность, педагогическое воздействие, детская тревожность, индивидуально-психологические особенности, невербальная коммуникация.

In today's rapidly changing and complex period of globalization, the education of young people, their protection from spiritual aggression that contradicts universal values, and their formation as highly moral individuals are among the most pressing issues.

In the upbringing of a well-rounded personality, the formation of socially and professionally necessary qualities plays a significant role. Since ancient times, our people have attached great importance to the cultivation of good morals, and morally upright individuals have always been highly respected. The development of social and professional qualities in a person occurs during social activity, in which the individual's transformation—formation and development—progresses rapidly. The subject of the educational process strives to internalize the pedagogical influence directed toward them. Therefore, adopting a comprehensive approach to planning and organizing educational activities with students, as well as effectively using pedagogical and educational technologies aimed at developing the learner's personality, has become a requirement of our time.

The successful socialization of an individual depends on the formation of moral and ethical qualities, and in pedagogy, it is important to be able to “measure” the development of these qualities through specific methods. For the systematic implementation of the educational process, teachers must diagnose all changes occurring in the learner's personality. Purposeful pedagogical influence on the formation and development of moral-ethical qualities ensures the achievement of planned outcomes.

Undoubtedly, behavioral reactions to life situations are often rooted in previously formed incorrect responses due to improper upbringing. Situations that provoke difficulties, anxiety, and irritation in tense communication settings will inevitably manifest in the future [1.45].

Children’s anxiety is a direct consequence of the high pressure present in modern life. Its symptoms are gradually increasing worldwide. If twenty years ago only a quarter of the population in developed countries experienced mild anxiety, by the end of the millennium this figure had risen to three-quarters. Anxiety arises from constant worry, insecurity, and the expectation of negative outcomes—it is the result of a persistent sense of unease. Living in such a state is difficult for a person: it drains energy, weakens willpower, disturbs consciousness, and leads to impulsive, unconsidered actions. Anxiety is an early sign of future distress. Excessive anxiety is at the root of many behavioral problems among schoolchildren. Persistent feelings of fear and misunderstanding suppress willpower, hinder rational thinking, and provoke rash actions.

Anxiety and worry differ from each other: worry is a vague feeling of unease caused by an uncertain sense of danger or fear. Unlike worry, anxiety has more concrete personal and emotional characteristics. An anxious person is insecure, distrustful of their own decisions and actions, tends to anticipate unpleasant outcomes, and is emotionally unstable.

Causes of anxiety in children:

Common childhood fears include thunderstorms, darkness, wild animals, heights, being late for school, or being called to the blackboard. These fears are situational and usually harmless. However, in some children, such fears leave deep emotional traces. Children’s anxiety often arises in the following circumstances:

Imposing demands that do not match the child’s abilities;

Making demands that place the child in an uncomfortable or humiliating position;

Excessive leniency, indifference, or neglect by adults, leading to a sense of danger and insecurity.

Anxiety has a hereditary basis, but the external environment can either reduce or intensify its development. Between ages 10 and 12, the presence or absence of anxiety becomes a stable personality trait. A child’s tendency to easily fall into an anxious state—whether innate or acquired—shapes their behavior.

Common causes of children’s anxiety [2.52]:

- Constitutional features of the nervous system;
- Conditions associated with fear and repeated failure;
- Illness or its consequences;
- Threats or intimidation from adults;
- Excessive imagination;
- Activation of self-defense instincts;
- Consequences of overly restrictive upbringing;
- Feelings of guilt over failure to meet the standards of other children.

One of the most challenging tasks for an educator is diagnosing the individual-psychological characteristics of a student through signals obtained via nonverbal communication channels. Successfully addressing this task helps the teacher maintain effective “feedback” during the educational process and evaluate the results of pedagogical influence.

During individualized pedagogical correction with a student, the use of explanatory conversation techniques may include the following stages:

The method of active listening.

Listening plays an essential role both in diagnosis and in correction. The educator should pay attention not only to the student’s words but also to the meanings they convey, the emotional tone of sentences, and the external manifestations of inner feelings expressed during conversation [3.69].

A student may postpone discussing certain issues until they feel sufficiently comfortable. Once they become fully engaged in communication, the teacher should consider not only verbal messages but also nonverbal cues—facial expressions, gestures, posture, tone, and modulation of voice [3.71].

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