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**PSYCHOLOGICAL HEALTH OF CHILDREN AS A FACTOR OF  
SUCCESSFUL EDUCATION**

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**Annotation**

In the case of impaired development, the child hides his aggressiveness from those around him and becomes emphatically peaceful. Due to the fact that such significant violations are possible at an early age, it is necessary to consider the conditions for optimizing the development of the child.

**Keywords:** Mental development, self-awareness, disorders, fear, communication, self-development, psychological health.

The formation of the main age-related personality formations testifies to the psychological health of the child, and certain difficulties in their formation indicate certain violations of psychological health. The most important condition for the formation of positive neoplasms in infancy is the interaction of the mother with it, adequate to age and temperament. According to F. Tyson and R. L. Tyson, affective interactions between mother and child, including visual, tactile and kinesthetic experiences, provide the background against which the child begins to build a sense of self and perception of another.

Through touch, conversation, but primarily through her own positive emotional state, the mother provides the child with a sense of security, love, serves as a prototype of the outside world. However, difficulties may also arise in its development, resulting in passivity, dependence on adult assessments, or a constant desire to assert one's freedom with all one's strength. This period is important for the formation of the child's ability to obey socially accepted norms. In the case of impaired development, it is possible to form a stereotype of obedience to social norms without their internal comprehension, even to the detriment of oneself.

Self-awareness develops dynamically in primary school age. By the end of this age period, the child is already well aware of his strengths and weaknesses, his difference from others, motives for behavior, rights and obligations. However, his prolonged stay in a situation where his capabilities do not meet the requirements set for him by significant adults can lead to a serious disruption in the development of self-consciousness, in particular, fixation only on his shortcomings or only on duties.

In this case, the weakening of the Self and the formation of a feeling of inferiority, inferiority are possible. The most important condition for the normal development of the personality of a younger student is the presence of a trusting relationship with the teacher. The teacher becomes the object of the child's love and at the same time the source of his fears. It can compensate for the negative impact of possible academic

failure or exacerbate it. In addition to the main age-related personality neoplasms, psychological health is characterized by self-regulation, respect for oneself and others, the ability to reflect and the need for self-development.

It is clear that one can speak about the formation of these qualities only taking into account the age-related possibilities of their manifestation. It is very important that during the sensitive period the activity of the child has the opportunity to be realized in conditions of positive communication and appropriately organized learning. Inadequate organization of vital structures blocks activity, reduces its level or gives it a different direction. Experience in overcoming obstacles independently. An important issue, usually of interest to educators and parents, is whether psychological health and school performance are interrelated.

Based on the results of modern research, it can be argued that there is a relationship between mental health disorders and poor academic performance. Much attention is paid to this problem, in particular, by psychoanalytically oriented pedagogy. For example, G. Figdor revealed that the lag in academic performance, as well as indiscipline, is most often a manifestation of unconscious conflicts or neurotic formations. Mental health disorders correspond to a pronounced increase in anxiety, which can lead to a significant decrease in attention, especially voluntary. Decreased attention is a common non-specific consequence of impaired psychological health. But we can also talk about the specific reasons for the decline in academic performance for each variant of psychological health disorders.

So, in children with defensive aggressiveness, internal tension can cause increased motor activity, a tendency to violate discipline. Such children will displease the teacher. The presence of pronounced fears in children, as a rule, leads to situations of constant tension, which leads to increased fatigue and decreased performance.

Schoolchildren with destructive aggressiveness and social fears have difficulties in answering at the blackboard, in the process of performing tests. But most of all, they are hindered by the fear of making a mistake, which can lead to a sharp increase in the number of mistakes, a decrease in the pace of activity, the appearance of laziness of a protective nature, a decrease in efficiency, etc. Students with demonstrative aggressiveness develop a behavioral stereotype aimed at receiving predominantly negative attention. They interfere with lessons, cause teacher dissatisfaction, which leads to a decrease in learning motivation. Children who have a fear of self-expression in the classroom periodically “go into themselves” and simply do not hear part of the educational material. It is clear that, most likely, this will also lead to a decrease in academic performance. Thus, mental health is one of the most important prerequisites for good physical condition and successful schooling.

Since psychological health presupposes the presence of a dynamic balance between the individual and the environment, the key criterion may be harmony between the child and society, i.e. the ability to adapt to the world around, on the one hand, and the possibility of its creative transformation, on the other. The highest, creative, level of psychological health is achieved by children with stable adaptation to the

environment, they have a reserve of strength to overcome stressful situations and actively, creatively relate to the reality around them. At the average, adaptive level, there are children who are generally adapted to society; according to the results of diagnostic methods, they show only individual signs of maladaptation and somewhat increased anxiety. Such children can be classified as a risk group, since they do not have a margin of psychological health and require group classes of a preventive and developmental orientation. At a low, maladaptive level, there are children with severe maladaptation. They require individual corrective work. The process of maintaining psychological health requires the unity of diagnosis, prevention and correction in certain psychological and pedagogical conditions. The work related to the preservation of psychological health includes several stages: diagnostics, determination of what level of psychological health the child corresponds to, group, psychoprophylactic or individual corrective work and final diagnostics in order to assess the effectiveness of psychological and pedagogical influences. At the same time, it should be noted that a positive result is possible only if there are certain psychological and pedagogical conditions that can be provided by those around the child - teachers and parents. It is important to conduct a cycle of training seminars for teachers and educators. At which it is necessary to interest teachers in this problem, to ensure that they understand how important this work is, and want to do it. You can start by discussing the relationship between mental health and physical health.

It is imperative to let the teachers themselves speak, to offer them to show with concrete examples how emotional stress can lead to the appearance of certain diseases, lower academic performance, and problems associated with the behavior of students. Children included in the special attention group should undergo in-depth diagnostics in order to identify a specific mental health disorder. With them, individual corrective work should be carried out. In addition, additional counseling of teachers and parents is needed. We emphasize once again that the preservation of the psychological health of children is the most important task of children's educational institutions, and an active role in its solution belongs to the psychologist.

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