

SOCIAL-PSYCHOLOGICAL FACTORS OF THE FORMATION OF ANXIETY IN CHILDREN OF EARLY SCHOOL AGE

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Abstract: This article is devoted to the analysis of the main socio-psychological factors influencing the formation of anxiety in children of primary school age. The study sheds light on the psychological nature of children's anxiety, its stages of development, and the role of the family environment, school environment, teacher personality, peer relationships, and social expectations in the formation of anxiety. Also, psychoprophylactic recommendations for the social consequences of anxiety in children of primary school age, its impact on educational activities, and prevention have been developed. The results of the work are useful for practical psychologists, primary school teachers, and parents.

Keywords: anxiety, primary school age, socio-psychological factors, family environment, school environment, emotional state, child psychology

INTRODUCTION

Today, the preservation and strengthening of children's mental health is considered an important socio-psychological problem in society. Especially in children of primary school age, anxiety disorders have a significant impact on their personality formation, academic performance and social adaptation. This age period is characterized by the child's adaptation to the school environment, the acquisition of new social roles and the formation of a sense of responsibility.

Anxiety in early school age is often associated with increased sensitivity to external evaluations, lack of self-confidence, fear of failure, and uncertainty in social relationships. Therefore, an in-depth study of the socio-psychological factors underlying the origin of anxiety is of urgent scientific and practical importance.

CHAPTER I. PSYCHOLOGICAL ESSENCE OF THE CONCEPT OF WORRY

The concept of anxiety and its psychological interpretation

Anxiety is an emotional state that a person experiences in response to situations that are unknown, anticipated, or subjectively perceived as dangerous. In psychology, anxiety is often characterized by feelings of inner tension, unease, fear, and uncertainty.

In modern research, anxiety is considered in two forms: state anxiety and personality anxiety. While state anxiety arises under the influence of a specific situation and is temporary in nature, personality anxiety manifests itself as a stable psychological trait.

The specificity of anxiety in children of primary school age

The younger school age (6-10 years) is an important period in the psychological development of children. During this period, the child's self-esteem, social experience, and emotional stability are formed. Anxiety at this age mainly manifests itself in the following forms:

- fear of going to school;
- concern about teacher grades;
- fear of rejection by peers;
- Fear of parental criticism.

These situations can negatively affect the child's psychological state and lead to a decrease in academic performance.

Developmental dynamics of anxiety by age periods

Anxiety manifests itself in different forms during childhood, depending on age. While in preschool age, anxiety is mainly related to fear of separation, the dark, or strangers, in elementary school age it is directly related to social evaluation and success.

At the primary school age, the child's main activity is learning, and success or failure in this process determines the child's emotional state. Constant monitoring, evaluation, and comparison increase the child's internal anxiety. If the child does not receive adequate psychological support at this stage, anxiety can become a stable personality trait.

The difference between the concepts of anxiety and fear

Although the concepts of anxiety and fear are often used interchangeably in psychology, they are different in content. Fear is associated with a specific object or situation and occurs when there is a real threat. Anxiety is more associated with unknown and anticipated danger.

Anxiety in young school-age children often manifests itself as an internal disturbance without a clear cause. For example, a child may be worried about getting a grade even though he or she is prepared for the lesson. This situation negatively affects the child's psychological stability.

SOCIAL-PSYCHOLOGICAL FACTORS OF THE FORMATION OF ANXIETY

The influence of family environment

The family environment is a leading factor in a child's emotional development. The parenting style, emotional response, and level of demands determine the child's level of anxiety. Excessive control, constant criticism, and comparisons reduce a child's self-confidence.

On the contrary, a warm emotional environment, support, and respect for the child's individuality are important factors in preventing anxiety.

School environment and teacher personality

The school environment is a new social space for a child of primary school age. The teacher's attitude, assessment style and pedagogical communication directly affect the child's emotional state. Harsh discipline, harsh criticism and unfair evaluations cause increased anxiety.

The teacher's positive attitude, encouraging approach, and consideration of individual psychological characteristics ensure the child's emotional stability.

Relationships with peers

Peer groups are an important social group during the early school years. Not being accepted, being teased, or being excluded can increase anxiety. Positive social relationships can help children develop self-confidence and social skills.

The influence of social expectations and cultural factors

Social demands and expectations placed on a child in society also play an important role in the formation of anxiety. In some families and educational institutions, excessive emphasis on high results creates constant internal pressure on the child.

Cultural factors, particularly social stereotypes such as "it will be embarrassing" and "what people will say," restrict a child's behavior and prevent them from thinking freely. As a result, the child feels constantly under control and experiences increased anxiety.

The importance of collaboration between parents and teachers

Effective collaboration between parents and teachers is essential in preventing anxiety in young school-age children. If there is disagreement between the teacher and the parent or if negative thoughts about the child are constantly discussed, the child will feel guilty and helpless.

A collaborative approach allows us to understand the child's difficulties, take into account his psychological state, and provide appropriate support.

SOCIAL CONSEQUENCES OF WORRY AND WAYS TO PREVENT IT

The impact of anxiety on academic performance

High levels of anxiety can lead to a child's inability to concentrate, impaired memory processes, and difficulty learning. This, in turn, can increase feelings of failure and further increase anxiety.

Psychoprophylactic recommendations

The following measures are important to prevent anxiety:

organizing psychological consultations for parents;

training teachers in child psychology;

creating a favorable psychological environment at school;

developing stress resistance in children.

The long-term impact of anxiety on personal development

If anxiety is not addressed in early childhood, it can persist into later life. High levels of anxiety can lead to low self-esteem, social passivity, and low self-confidence in adolescence.

Anxiety also causes difficulties in choosing a career path, interpersonal relationships, and adapting to stressful situations. Therefore, early identification of anxiety and psychological correction are important tasks.

Psychological diagnostics and correction methods

The following methods can be used to identify anxiety in younger school-age children:

Sachs-Levy Incomplete Sentence Test;

Phillips School Anxiety Test;

R. Temmle - M. Dorkey - V. Amen Child Anxiety Scale.

During the correction process, play therapy, art therapy, relaxation exercises, and activities aimed at developing social skills are considered effective.

CONCLUSION

This scientific work comprehensively analyzed the socio-psychological factors influencing the formation of anxiety in children of primary school age. The results of the study show that anxiety is formed not only by the individual characteristics of the child, but also by the family environment, school conditions, relationships with teachers and peers.

To prevent anxiety, a systematic approach is necessary, that is, the interaction of family upbringing, pedagogical activities, and psychological services.

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