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**Turgunov D.B.**

*ASIFL, Intedgated course of teaching*

*English, teacher.*

**Калит сўзлар:** *Ҳиссий концептлар, “ғазаб” концепти, ҳиссий даволаш, эмоционал таъсир, жазава, ҳиссийларнинг лисоний жиҳатлари.*

**Ключевые слова:** *Эмоциональные концепты, концепт «гнев», эмоциональная терапия, эмоциональная воздействие, аффект, лингвистические особенности эмоции.*

**Key words:** *Emotional concept, concept of anger, emotional therapy, emotional impact, affect, linguistic features of emotions.*

## INTRODUCTION

Currently the searches for innovative reorganization of the educational environment, design of the content and technology of the educational process is being intensified, the humanistic bias of education is strengthened for maximizing the personal development and formation, the social need of society for the education of a psychologically healthy, creatively developed, well-adapted to difficult living conditions, new generation is intensified, starting from school age - a sensitive period of ontogenesis, which has special significance for all subsequent human development.

## LITERATURE OVERVIEW

However, number of researches held by K. Izard, B.I. Kochubey etc. evidences an increase children with high levels of negative emotional states such as aggression, anxiety; obsessive feeling of fear from year to year, which lead to various kinds of diseases, distraction in communication, the emotional-volitional environment; complicate intellectual activity in stressful situations; reduction of mental performance degree; cause self-doubt; contribute to the formation of a negative social status of the individuals. These destructions are mainly investigated in the researches of A.I. Zakharov, A.A. Romanov, A.L.I. Fortunatov, etc.

In psychological and pedagogical references, we can find information on the correction of the aforementioned negative emotional states in the form of play therapy (A.A. Romanov, M.I. Chistyakova), laughter therapy (I.E. Ivanova, N.G. Kutepova); art therapy (I.Yu. Ilyina, I.S. Pavelko); fairy tale therapy (O.N. Grechina, M.V. Osorina). The issue of the culture of television perception as a means of correcting the negative emotional states that arise in preschoolers under the influence of watching television programs with elements of violence has been less studied. Meanwhile, it is known that

children often spend time in front of the TV screen, where many scenes of violence are currently broadcast and their number is not decreasing (M.I. Zhabsky, K.A. Tarasov).

#### Materials and methods

There arose contradictions between the data for increasing violence scenes on television and the necessities of pedagogy and psychology with scientific justification which impact on increasing the levels of negative emotional conditions in pupils and the limited amount of information on their relationship, on the potential for leveling out high levels of fear, aggression, anxiety in preschoolers that arose under the influence of watching TV programs with elements of violence, by forming a culture of television perception in them. These contradictions predetermined the relevance of the research topic of the current article.

This assumption is revealed by a number of specific hypotheses as:

a) the degree of impact of TV programs with elements of violence on preschoolers is determined by the duration and frequency of their perception, the nature of the parents' attitude to their children watching TV programs with elements of violence, as well as the level of their culture of television perception;

b) high levels of negative emotional states that appear under the influence of watching TV programs with elements of violence in pupils can be reduced on the behalf of preventive and corrective work with children (logotherapy, play therapy, laughter therapy, art therapy, psychogymnastics, etc.), as well as educational, consultative and training work with parents and teachers, which includes organizing cycles of lectures, consultations, non-traditional forms of activity aimed at changing their attitude towards children watching TV programs with elements of violence.

#### RESULTS

The study reveals traditional conditions of upbringing and education, pupils have relatively high levels of negative emotional states (58% of children with a high level of fear; 37% of preschoolers with a high level of aggression; 31% of subjects with a high level of anxiety) and low levels of television perception culture (1% of children with a high level, 59% of preschoolers with an average level, and 40% of subjects with a low level of television perception culture). The hypothesis about the negative relationship between the levels of negative emotional states and the levels of television perception culture in preschool children was confirmed.

In the course of diagnostic work, the impact of features for perception of violence on the negative emotional states of school children were revealed, which clarify a large number of objects of fear and anxiety figured after watching television programs with elements of violence. The spectators dream night-mare scenes of violence and aggressor characters from television programs with elements of violence ("The vampire drinking blood, sudden collapse of fear and anxiety"); in the comics of "horror movie" children reproduce the scenes of cruelty that they have seen and the aggressive characters from TV shows with elements of violence; in the communication of preschoolers, the scenes of

violence they have seen are reflected: they imitate the behavior of characters from TV shows with elements of violence.

### **DISCUSSIONS**

In the content of this research it was evidenced that high levels of aggression, anxiety and fear and a low level of television perception culture in preschoolers are due to such factors as: time spent watching TV during the day; frequency of watching TV during the week; parents' indifferent attitude towards watching TV programs with scenes of violence; children's attitude to scenes of violence in TV shows and to aggressor characters; gender and age characteristics; and type of disposition.

Based on the systemic, personality-oriented and activity-based approaches, a structural and functional model of the formation of a culture of television perception has been developed as a means of leveling out negative emotional states in preschoolers that arise under the influence of watching TV shows with elements of violence.

In this content animated cartoons as Tom and Jerry, Horror service and number of films with fruit characters stand an essential place. Here audience frequently is displayed number of episodes with violence, rage and irritation, which is quite controversial with ethical norms of society. Besides many of animated films use shout and noise to call attention to the event, however the sharp and loud noise are definite signs of showing the anger. In the course of time in the result children can lose the limitations and measures annoyance by the noise disturbance that cause origin of circumstantial violence.

It has been established that the psychocorrective process is fraught by the developmental features of pupils in the perception of television programs, namely: episodes, pure realistic scenes, difficulty establishing spatio-temporal connections, preference for aggressive characters and television programs with elements of violence, identification of preschoolers with the characters they like, copying their behavior, features of attitudes to scenes of violence on television, features of parents' attitudes to children watching television programs with elements of violence (some of them allow watching television programs with elements of violence, some do not limit the time of watching these television programs); certain emotional states; features of the development of mental processes in children, insufficient volume of aesthetic ideas, a small amount of knowledge about gel and cinematography, about moral categories, about opposing violence in life and on television, etc.

We revealed that flattening feeling of fear, aggression and anxiety during establishing a culture of television perception in children's personality is observed in a stageness in performance of creative tasks, unevenness manifested in the peculiarities of pupils' perception of television programs, in the level of task completion by children, sensitivity to formative influences, synchronicity of the formation of a culture of television perception in children and a decrease in the level of negative emotional states.

Conclusion.

Basing on these hypothesizes it is recommended to show children TV programs with no violence, rage or revenge scenes and use more films with calm and mild voice effects which do not invade conceptual and behavioral ecology.

The success of leveling the feeling of fear, aggression and anxiety and the formation of a culture of television perception in preschoolers is ensured by their understanding of moral categories and the ability to distinguish them; the ability to evaluate the moral content of television programs, differentiate emotional states; the presence of adequate aesthetic ideas; knowledge of ways to resist violence on television and in life; the formation of a preference for only children's and educational television programs, kind and resourceful television heroes; empathy for the characters of the film and the people around, a negative attitude towards violence on television; the ability to use methods of protection against violence in life; non-aggressive and non-anxious behavior, the ability to choose television programs that are acceptable and useful for children.

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