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Psychological Features Of The Relationship Between Attention And Self-Regulation In Children Of Older Preschool Age

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ABSTRACT

Preschool age is a period of active mental development, during which the foundations of a child's personality, cognitive, and social skills are formed. Studying the relationship between attention and self-regulation in older preschool-aged children is a crucial aspect of child development. Attention allows a child to effectively perceive information and focus on tasks, while self-regulation helps control their emotions and, in the future, their learning. (Since play and learning are the primary activities in preschool, they have their own characteristics, and learning activities are related to the learning activities that are dominant in primary school age.) and actions. Their harmonious development lays the foundation for future success in learning and socialization. The ability to sustain attention for long periods and switch from one task to another directly depends on the level of self-regulation, which helps the child control their behavior and emotional state.

The ability to manage attention and control one's behavior is also important for a child's social adaptation. Children who are able to focus on communication, listen to others, and regulate their emotional reactions integrate more easily into groups and interact better with peers and adults. This is especially important in preschool settings, where the development of social skills plays a crucial role in overall emotional and cognitive development

Keywords:

preschool age, attention, concentration, success, motivation, self-regulation, skills, abilities, management

Child development occurs in specific conditions, surrounded by material and spiritual culture, people, and the relationships between them. It can also be said that a child's development depends on the social situation in the family.[3] The social situation is the starting

point for all changes occurring in a child's development throughout adolescence. It determines the forms and paths of development, the types of activities, and the new mental properties and qualities they acquire. All of these constitute the conditions for a child's

psychological development. The sources of development are the leading activity, the leading type of communication, and the developmental crisis.

An analysis of the main scientific approaches to the phenomenon of attention allows us to trace the shifting scientific paradigms and better understand the nature of this mental process.

T. A. Ribot's concept of attention states that attention is directly linked to the emotional sphere. Attention is stronger the more intense the emotions its object evokes. This applies to both voluntary and involuntary types of attention. Ribot compared attention to "a passion thirsting for satisfaction" [4]. Concentration on an object of interest causes physiological changes in the body. Attention, Ribot believed, is always associated with effort. Concentration during physical work requires muscle tension, while concentration during mental work increases blood circulation in various areas of the brain. Depletion of muscle strength or other internal reserves leads to distractions. However, according to Ribot, involuntary attention also depends on the characteristics of affective states.

D.N. Uznadze argued that attention is not a content, but an act performed by the subject. Naturally, it always manifests itself in the form of a specific content, without which it is impossible to characterize a given act. Tichener, Ebbinghaus, and several other psychologists viewed attention as a unique state of the content of our consciousness, arguing that attention represents nothing more than the degree of clarity and distinctness of this content.[5]

The aim of our study was to examine the psychological characteristics of the relationship between attention and self-regulation in older preschool children. In accordance with the purpose of the study, the following objectives were set:

to examine theoretical approaches to the concept of "attention" in Russian and

international psychology; to examine theoretical approaches to the concept of "self-regulation" in Russian and international psychology; to examine the relationship between them; to explore the characteristics of attention and self-regulation in older preschool children; to identify the specific features of the relationship between attention and self-regulation in older preschool children; and to develop recommendations for teachers on developing attention and self-regulation in children and older preschool children.

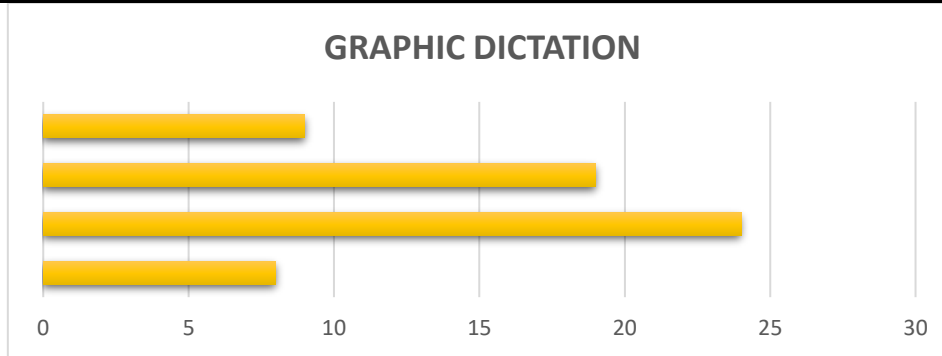
To solve the research problems, the following research methods were used: empirical methods (psychodiagnostics), methods of statistical data processing (descriptive statistics, comparison of mean values using the Mann-Whitney U-test, correlation analysis using the Kendall tau-b test, cross-tabulation using the Chi-square test) using application programs (Excel, SPSS 14.0).

Study Sample. A total of 60 participants, including older preschool children aged 5–7, participated in the study. 22 were 5-year-olds, 27 were 6-year-olds, 11 were 7-year-olds, 33 were boys, and 27 were girls.

Research Location. The study was conducted at the ZVEZDOPAD ZNANIY Kindergarten, a non-governmental educational institution in Tashkent, Republic of Uzbekistan. The study was conducted in accordance with established procedures.

The following research methods were used to test the hypotheses and solve practical problems: "Graphic Dictation Method" (D.B. Elkonina).

The data obtained during the study are shown in the figure, which shows the results of the Graphic Dictation method. Of interest for analysis is the fact that the largest number of children—24—were in the intermediate level category, representing a significant portion of the sample.



Sample distribution graph for the "Graphic Dictation" method

This suggests that most participants' attention is still developing: they are able to perceive and reproduce instructions, but make occasional errors.

Eighteen children scored in the above-average category, reflecting a relatively high level of voluntary attention and the ability to control their actions.

The categories below average and above average are represented approximately equally: 9 children in each. This indicates that only a small portion of the sample either experiences significant attention difficulties or, conversely, possesses well-developed concentration and self-regulation skills.

Thus, the distribution of respondents by level of performance on the graphic dictation shows that most children are at an average level of voluntary attention development, while smaller groups demonstrate either difficulties or a high level of development.

The diagnostic results indicate that attention indicators for most older preschool-aged children are at a fairly high level.

This can be explained by age-related characteristics: it is during this period that active development of voluntary attention occurs, associated with the maturation of the frontal regions of the brain and the formation of self-control mechanisms. Thus, the high level of attention in most subjects can be seen as the result of a combination of age-related patterns of cognitive development and the socio-psychological conditions of the diagnostic process.

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