



INTERACTION BETWEEN INFANTS AND ADULTS

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Abstract. *This article analyzes the specific aspects of infancy, the initial stage of human life. The important physiological changes that occur in the child's body during this period, the development of the central nervous system, and the formation of mental processes are highlighted based on scientific sources. The article also examines the gradual transformation of unconditioned reflexes into conditioned reflexes during infancy, the intensification of interaction between the child and the external environment, and the emergence of primary social relationships. The article also analyzes the importance of this period in the development of the individual, its impact on the child's subsequent ontogenesis, and the role of environmental factors for psychological development.*

Keywords: *Infancy, unconditioned reflexes, signs of social communication, emotional response, toy*

Annotatsiya. *Ushbu maqolada inson hayotining boshlang'ich bosqichi bo'lgan go'daklik davrining o'ziga xos jihatlari tahlil qilinadi. Mazkur davrda bola organizmida yuz beradigan muhim fiziologik o'zgarishlar, markaziy nerv tizimining rivojlanishi hamda psixik jarayonlarning shakllanishi ilmiy manbalar asosida yoritib beriladi. Shuningdek, go'daklik davrida shartsiz reflekslarning asta-sekin shartli reflekslarga aylanish jarayoni, bola va tashqi muhit o'rtasidagi o'zaro ta'sirning kuchayishi hamda dastlabki ijtimoiy munosabatlarning paydo bo'lishi masalalari ko'rib chiqiladi. Maqolada ushbu davrning shaxs rivojlanishidagi ahamiyati, bolaning keyingi ontogenez bosqichlariga ta'siri hamda psixologik taraqqiyot uchun yaratiladigan muhit omillarining roli ham tahlil etiladi.*

Kalit so'zlar: *Go'daklik davri, shartsiz reflekslar, ijtimoiy muloqot belgilari, emotsional munosabat, o'yinchoq*

Аннотация. *В данной статье анализируются специфические аспекты младенчества, начального этапа человеческой жизни. На основе научных источников освещаются важные физиологические изменения, происходящие в организме ребенка в этот период, развитие центральной нервной системы и формирование психических процессов. В статье также рассматривается постепенная трансформация безусловных рефлексов в условные в младенческом возрасте, интенсификация взаимодействия ребенка с внешней средой и формирование первичных социальных отношений. Кроме того, анализируется значение этого периода в развитии личности, его влияние на последующий онтогенез ребенка и роль факторов окружающей среды в психологическом развитии.*



Ключевые слова: *младенчество, безусловные рефлексы, признаки социальной коммуникации, эмоциональная реакция, игрушка*

Introduction. The birth of a baby is not only a physiological process, but also the most complex and important psychological turning point in human life. This period is called the neonatal period (the first month after birth) in science.

Birth is the first and most acute crisis in the child's adaptation to the external environment. The child falls from the ideal environment of the mother's womb (constant temperature, ready-made food, darkness) into a completely different world. First of all, the following physiological changes occur: Independent breathing with lungs begins, the circulatory system changes, and the digestive system starts working. Psychological state: this is a huge stress for the child.

Infancy is the period from birth to one year of age and is considered one of the most important stages in human development. During this period, communication with adults (especially parents) is not just an exchange of information, but also serves as the basis for the child's mental and social formation. A baby begins its life with an unconditioned reflex, that is, a cry (cry). The first cry is considered the first sign of speech. Some scientists call the first cry a negative emotion. When a baby is born, its feeding reflexes are formed to a certain extent: mainly, the sucking and sucking reflexes are ready to fulfill their function. A newborn baby comes to the outside world with a number of unconditioned reflexes:

- Sucking reflex: The basic instinct for feeding.
- Grasping reflex: When something touches the palm of the hand, it will grip tightly.
- Protective reflex: For example, when light shines on the face, it will squint.
- Moro reflex: When a loud noise is heard or the position changes suddenly, it will spread its arms out to the sides and then pull them towards itself.

When a stimulus touches the baby's lips and the mucous membrane of his tongue, he begins to salivate involuntarily. When the mother sucks the breast, all other movements of the baby slow down or stop altogether. The baby develops very quickly, both physically and mentally, and socially. He quickly establishes relationships with adults and learns to grasp and use objects. He observes things in the world around him, tries to understand what they are like by holding them in his hands, pays attention to sounds and tries to create these sounds himself by moving objects. He enters into emotional relationships with his mother and other loved ones. In a very short time, he becomes a child (individual) who is happy when adults come near. The life of a child in infancy is completely connected with the emotional interaction with adults, which directly affects the child's well-being. Starting from 4-5 months, the child begins to distinguish his loved ones from strangers. Emotional interaction with adults is the main leading activity of children of this age and serves as the basis for the child's psychological development. The habit of adults constantly being with the child and paying attention to him can lead to a decrease in his interest in toys. Proper upbringing leads to a change in the child's interaction with adults and their relationship with objects and toys. All





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actions performed with the help of adults serve as the basis for the child's future psychological development. The emotional attitude of adults towards the child, the child's attention to their words, the child's attempts to respond, the ability to remember certain words and express emotions, are the basis for the development of attention, memory, speech, and other cognitive processes.

Literature analysis. According to Ye.A. Arkin, the strengths of infancy are often reflected in its growth potential. Although the infant may seem weak, frail, and helpless compared to people of other ages, in some ways it surpasses adults. N.L.Figurin and M.P.Denisova noted that the state of alertness (wakefulness) of a child up to one month of age is activated by unconditioned reflexes directed to vision and hearing; susceptibility to sound occurs at 2-3 weeks. Therefore, the child listens to the sound of a toy and stops crying or moving. At one month of age, a landmark reflex appears in him (I.P.Pavlov).

For this reason, the baby stares at the person who is talking and restrains himself from involuntary actions. When the child is one month old, he begins to strive for the person who is caring for him, and as an example of this, he can be said to "recognize and distinguish his loved one" from among people. This psychological state was called "revival" by N.L.Figurin and M.P.Denisova. During this period, the child's mental world is fresh and his emotions are influenced by the environment. According to them, the child's expression of his attitude to adults serves as a defining stage for his further growth.

According to P. Pavlov, this leads to the formation of unconditioned reflexes, which are reflected in the most favorable direction of stimulation of the perceiving organ to the perceived object. As a result, behavior under the influence of the sucking mechanism is partially or completely inhibited. In fact, a baby expresses its need for sleep, food, and warmth through its cries. It is important for adults to communicate with the child through the language of toys. When playing with a toy, children try to move it, put it in their mouth, and open it.

A toy is not just an entertainment object, but also a tool for a child's mental development. A 7-9 month old child carefully observes the speech and movements of adults. In addition to toys, 9-month-old children should now be given paper and pencils. This will help them develop written language and the elements of drawing. Toys develop a child's perception. The leading activity of children in the preschool period is play. Adults not only satisfy the child's needs, but also teach him to act with various objects, that is, they control his behavior. Up to one year old, a child listens to the speech of adults. A 2-3 year old child begins to play with toys. Toys that are brightly colored, have bells, and make sounds cause positive emotions in the child. The mother teaches the child to play with toys.

L.S. Vygotsky critically analyzed psychologists' theories of stratification of age periods and, based on the mental renewal that leads to a specific development, divided age periods into the following stages:

1. The crisis of infancy.
2. The period of infancy - from 2 months to 1 year, the crisis of one year.
3. The period of early childhood - from 1 to 3 years - the crisis of 3 years.





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4. The preschool period - from 3 to 7 years - the crisis of 7 years.
5. The period of school age - from 8 to 12 years - the crisis of 13 years.
6. Puberty (sexual maturity) period - from 14 to 18 years old, age crisis.

L.S. Vygotsky was able to scientifically substantiate and describe his theory of the stratification of adolescence. The scientist made scientific and practically significant observations about the most important mental renewals.

The following are the main stages and characteristics of communication between infants and adults:

1. The stages of communication are called formation, and at this stage:

During the first year of a baby's life, communication goes through several important stages: The activation complex (2-3 months): This is the first form of communication, in which the baby moves his arms and legs, smiles, and makes sounds when he sees or hears an adult. This indicates that he is ready for social interaction. Babble (4-6 months): The child begins to say simple syllables such as "a-gu", "ba-ba". At this stage, he tries to imitate the tone of speech (intonation) of adults. Situational-personal communication: The child's main need is the attention and affection of adults. Physical contact (hugs, caresses) is very important during this period.

2. The psychological importance of communication

Communication with adults performs the following functions for the infant:

Sense of security: Regular attention from adults instills in the child the belief that "the world is a safe place." Speech development: Although the child does not yet understand words, he absorbs the emotions and rhythm of adult speech. Cognitive development: As adults point out objects to the child and name them, the child's attention and memory begin to form.

3. Types of communication

Human nature is such that it cannot live without communication with those around it. When a child is born, the mother gives her love through communication. Also, other adults in the family cannot live without communicating with the baby. Emotional communication with adults during infancy is a key factor in a child's psychological development. Emotional connection forms a child's sense of security, activates cognitive processes, develops speech and social skills, and creates the basis for personal growth. A loving attitude, constant attention, and sincere communication from adults are essential for a child's healthy psychological development. Therefore, special attention should be paid to the content and quality of emotional communication in the early years in the education system, family, and childcare.

Conclusion. The period of infancy is one of the earliest and most important stages of human ontogenesis. During this period, the human body undergoes the initial processes of biological and psychological development. It is from this period that the individual begins the process of adapting to the external environment and ensuring life activities. Unconditioned reflexes innate in the infant's body (such as feeding, protection, grasping reflexes) initially appear as the main mechanism of life activities. In the process of development, these unconditioned





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reflexes are gradually enriched with conditioned reflexes formed as a result of the influence of the external environment, experience and learning. As a result, more complex psychophysiological processes arise on the basis of unconditioned reflexes, which operate in harmony with conditioned reflexes. This process serves as an important foundation for the child's perception of the environment, the development of motor activity, and subsequent stages of cognitive and social development.

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