

## THE CONCEPT OF HYPERACTIVITY. THE IMPACT OF HYPERACTIVITY IN EARLY SCHOOL AGE

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### Abstract:

This article examines the symptoms of hyperactivity, its causes, and the positive and negative effects it has on children of primary school age. Recommendations are given on how to approach hyperactive children by teachers and parents. It is also emphasized that by using pedagogical strategies when working with hyperactive children, their energy can be directed in a positive direction.

**Keywords:** Children, emotional intelligence, hyperactivity, characteristics, education, behavior, methods, educator, cognitive development, emotional health, interpersonal conflicts, inner strength.

### Introduction

At all times, raising a child, his health, and his future have been one of the most important and responsible tasks for parents. This task, together with parents, calls for the same dedication, enthusiasm, love for their profession and responsibility for educators.

The psychological development of children, including attention deficit hyperactivity disorder (ADHD), is one of the pressing issues in the modern educational process. Today, the active participation and flexibility of children in the educational process is an important factor in increasing the quality of education. However, children with signs of hyperactivity face a number of difficulties not only in the process of learning, but also in social life. Therefore, it is of great importance to identify hyperactivity, develop methods for its management, and provide assistance to these children.

### The general concept of hyperactivity and its definition

Hyperactivity is a behavioral disorder in children that is manifested by the inability to concentrate, impulsive behavior, and excessive activity. This condition is called Attention Deficit Hyperactivity Disorder (ADHD) in medicine and psychology. Hyperactivity is more common in young children and has a significant impact on their learning, communication and social adaptation processes.



### **The main symptoms of hyperactivity**

1. Inattention: Difficulty focusing on one activity for a long time. Distracted during explanations or lessons. Easily bored while studying or completing tasks. Not paying attention to small details and making mistakes;
2. Impulsivity: Low control over behavior. Trying to answer a question without listening to the end. Inability to control oneself during a game or lesson. Interrupting others or breaking rules;
3. Hyperactivity: Moving around without looking back. Inability to sit still, fidgeting with limbs. Running, jumping, or doing other activities even if it is not necessary.

### **Causes of Hyperactivity**

#### **1. Biological Factors**

Genetic Predisposition: Hyperactivity may be related to hereditary factors. If a parent has ADHD, the child is more likely to develop this condition.

Central Nervous System Function: Imbalances in the levels of neurotransmitters (such as dopamine and norepinephrine) contribute to the development of ADHD.

Pregnancy and Birth Process: Problems during pregnancy, such as lack of oxygen, fetal toxicity, or trauma during birth.

#### **2. Psychological Factors**

Bad relationship with parents: lack of love and attention or excessive demands. Stress and emotional trauma. Conflicts or constant pressure in the family environment.

#### **3. Environmental Factors**

Nutritional Problems: lack of vitamins and minerals, poor diet. Excessive use of television or gadgets. Exposure to chemicals or toxic environments.

### **Effects of hyperactivity on learning processes**

1. Learning difficulties: The child cannot complete assignments to the end, makes many mistakes. Does not listen to the teacher's explanations to the end. Has difficulty mastering a new topic.
2. Social adaptation problems: Difficulty communicating with peers. Violations of rules and conflicts in group work. Conflicting relationships with teachers and parents.
3. Emotional development difficulties: The child is easily offended or angry. Decreased self-confidence. Isolation from others or complete rejection of rules.

### **Diagnosis of hyperactivity**

1. Observation: A psychologist or teacher observes the child's daily activities and behavior in the learning process.
2. Psychological tests: Tests are used to assess attention and behavior.



For example: Connors Behavior Rating Scale, Vanderbilt ADHD Diagnostic Parent Rating Scale.

3. Interview and conversation: An interview is conducted with the child, parents and teachers. Information is collected about the child's behavior at home and at school.

### **Treatment and management of hyperactivity**

1. Psychological support: Behavior therapy: the child is taught self-control and the development of positive behavior.

Cognitive therapy: the child is taught skills for concentration and task planning.

2. Pedagogical support: Making lessons short and interesting. Developing an individual approach for the child. Using stimulating methods.

Pharmacological treatment: Special medications are used for ADHD (for example, stimulants: methylphenidate, amphetamine). Treatment is carried out only under the supervision of a doctor.

3. Family support: Teaching parents how to understand and help the child. Organizing discipline at home.

### **Prevention of hyperactivity**

1. Early diagnosis and support: When a child shows signs of hyperactivity, provide early diagnosis and psychological support as soon as possible;

2. Healthy lifestyle: Healthy eating, regular exercise, and adequate sleep have a positive effect on a child's development;

3. Stress reduction: Focus on preventing the child from excessive stress.

ADHD is a common behavioral disorder worldwide, affecting 5-7% of children. This problem is not only a medical issue, but also affects education, upbringing, and social relationships. When a child has difficulty learning or has problems communicating with peers, it negatively affects their development as a person.

There are several theoretical approaches to explaining hyperactivity. These approaches shed light on its causes and development mechanisms from different perspectives.

1. Biological theory: According to the biological approach, hyperactivity is mainly associated with disorders in the functioning of the central nervous system;

2. Genetic factors: Studies indicate that hyperactivity may be hereditary. If one of the parents has DYGB syndrome, the child may also be prone to this disorder;

3. Changes in brain activity: Dysfunction of the frontal cortex and basal ganglia plays an important role in the development of hyperactivity. These areas are responsible for controlling attention, controlling impulses, and regulating behavior.

4. Neurotransmitter deficiency: Decreased levels of substances such as dopamine and norepinephrine lead to problems with controlling attention and regulating behavior.



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## **CONCLUSION**

Hyperactivity is a complex behavioral disorder in children, manifested by the inability to concentrate and excessive activity, which has a serious impact on the educational activity, social adaptation and emotional development of children. Early detection of hyperactivity, the provision of psychological and pedagogical support can ensure the successful development of children. In this, the cooperation of parents and educators plays an important role. The upbringing of hyperactive children poses additional challenges for parents: identifying the signs of hyperactivity, its causes and how these problems can be alleviated by using various pedagogical approaches in children of primary school age. It is also necessary to propose various methods and strategies for managing hyperactivity, and to develop practical recommendations that, based on research results, will help support the development of hyperactive children, taking into account their specific needs.

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