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THE ROLE OF BREASTFEEDING IN THE PSYCHO - SOCIAL ADAPTATION OF CHILDREN IN SOCIETY.

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Abstract: The implemented care had a positive impact not only on the physical indicators and health status of the examined children, but also on their intellectual and cognitive development, which makes it possible to recommend it for widespread use by primary health care workers. It is necessary to carry out active work on teaching mothers (including in the prenatal period) modern technologies for caring for children of the first years of life.

Keywords: nursing, feeding, children, psychology.

Introduction. Breastfeeding is not only the nutrition of the child, which provides with a beginning of life without diseases, but also a good development of child's strength and mind, the upbringing of a loving and trusting relationship with child's mother and other people. Breastfeeding has an important psychological benefit for both mother and child, it promotes the formation of a close, tender relationship between mother and child, from which the mother receives emotional deep satisfaction. Close contact with the child immediately after birth helps to establish this relationship. This process is called attachment or emotional connection. Babies cry less and develop faster if they stay with their mothers and are breastfed immediately after birth. Breastfeeding mothers treat their children affectionately. They complain less that the child requires attention and feeding at night. Mothers are much less likely to abandon or abuse their children. The earlier children are weaned, the more they will be predisposed to non-contact, insensibility, loneliness [1].

Each period of childhood has its own special, unique advantages, inherent only in a certain stage of development. Moreover, there are grounds for believing that increased and sometimes extraordinary possibilities for the development of the psyche in one direction or another is developed, and then such possibilities gradually or sharply weaken. This deserves the closest attention [3,4].

Many factors point to the importance of "age sensitivity" as a prerequisite for the formation of abilities and as a component of the abilities themselves. For example the period of children's mastery of speech, when every normal child is distinguished by a special sensitivity to language, activity in relation to linguistic forms, and elements of linguistic creativity is very indicative. At the same time, it is also noted that a special disposition to language, having fulfilled its vital function, making it possible to quickly master the forms of language and thinking then subsides. It is known that if, due to some exceptional circumstances, acquaintance with the language in these early years is delayed, then the development of speech becomes extremely difficult. This is not only the case with speech abilities. Manifestations of general mental qualities are timed to the age periods of childhood: special curiosity; freshness, sharpness of perception; the brightness of the imagination, manifested in particular creative games; traits of clarity, concreteness of thinking, and so on. Features of the child's psyche, which are very important for the development of mental abilities come and go, due to a certain age stage [5].

The most definite shifts in the properties of the nervous system are observed in early childhood, during the period of rapid physical and mental development, so it is very important to provide the child with adequate nutrition and appropriate care [6]. Breast

sucking has a kind of sedative effect on the child, incomparable in its usefulness with any medicine. The content of the amino acid taurine in human milk is very high, it also serves as a neurotransmitter and neuromodulator in the development of the central nervous system. Among polyunsaturated fatty acids, arachidonic and linolenic acids are especially important, which are essential components for the formation of the child's brain and retina. Their content in woman's milk is almost four times higher than in cow's milk (0.4 g and 0.1 g/100 ml, respectively). Human milk contains nucleotides and numerous growth factors. These growth factors include particularly nerve tissue growth factor (NGF). That is why it is very important for a child to be on exclusively breastfeeding, especially in complicated pregnancy and childbirth (K.F. Michaelsen, L. Weaver, 2001

Purpose of the study: To study the features of the formation of somatic pathology in children in the catamnesis.

Material and methods of research: the analysis of the incidence of 445 children who are on different types of feeding was carried out. Long-term follow-up of children included a clinical examination in combination with a survey of parents, analysis of clinical and laboratory examination data.

Results of the study and their discussion. In the study conducted at the City Perinatal Center No. 1 of the city of Tashkent, the level of psychophysical and cognitive development was studied in breastfed and artificially fed children. Follow-up observation was carried out for 205 children in dynamics. It was found that 85.4% (175) of children were breastfed and 14.6% (30) of children were artificially fed. A lag in pre-speech development was noted in 1% of breastfed children, compared with 16.6% of formula-fed children. The lag in speech development during breastfeeding was observed in 2.4%, with artificial - 20%. A lag in static-motor development was noted in 3.9% of breastfed children and in 40% of formula-fed children. There were no obvious differences in the state of visual and auditory activity between the groups [2].

Currently, attention of many psychologists around the world is drawn to the problems of early childhood. This interest is far from accidental, since it turns out that the first years of life are the period of the most intensive and moral development when the foundation of physical, mental and moral health is laid. The future of the child largely depends on the conditions under which health will proceed [6].

Many researchers (R. Spitz, J. Bowlby) noted that the separation of the child from mother in the first years of life causes significant disturbances in the mental development of the child, which leaves an indelible imprint on his entire life. A. Jerseyld, describing the emotional development of children, noted that the child's ability to love others is closely related to how much love this child received and in what form it was expressed. L. S. Vygotsky believed that the child's attitude to the world is a dependent and derived quantity from his most direct and concrete relationship to an adult. Therefore, it is so important to lay the foundation for a trusting relationship between a child and an adult, providing emotionally and psychologically favorable conditions for the harmonious development of the child.

Several studies have found that not breastfeeding affects mental development and cognition. According to a meta-analysis of 20 randomized trials (Betty R. Vohr et al. 2016) conducted on 10,000 children from 6 months to 16 years of age, comparing differences in cognitive development between breastfed and artificially fed children, it was found that significantly higher levels of cognitive development were observed with breastfeeding and these differences were stable over time. Cognitive abilities increased with the duration of breastfeeding up to 2 years or more.

Intellectual readiness for schooling is associated with the development of thought processes - the ability to generalize, compare objects, classify them, highlight essential

features, and draw conclusions. L.A. Wenger believes that a child should have a certain breadth of ideas, including figurative and spatial, appropriate speech development, and cognitive activity. Most practicing psychologists are dissatisfied with the available diagnostic programs, therefore, more and more of their modifications are currently appearing.

One of the most used tests for assessing cognitive abilities and school readiness is the Kern-Jirasek test. The main parameters of the test: minimizing the duration of the examination, the completeness of the study of the necessary components of the child's development, "technological" accessibility for specialists who do not have much experience. The Kern-Jirasek test was first published in Russian in 1978, but it entered school practice only at the end of the eighties, when it began to be reprinted (often with distortions and abbreviations) in many works devoted to the problem of children's readiness for schooling. The outward simplicity and speed of conducting, the presence of a detailed description of the child's actions, which are evaluated by one point or another, made this test attractive not only for psychologists, but also for teachers, including kindergarten teachers; using this test, they began to make categorical conclusions about the readiness / unpreparedness of the child for schooling. Meanwhile, J. Jirasek himself emphasized that if good results on this test reliably predict high learning success, then a bad result does not have such a predictive ability. According to the observations of J. Jirasek, among the children who, when entering school, showed results below the average level, by the end of the second grade, half did well in the main subjects - mathematics and their native language (although at the beginning of education there were some difficulties in adapting due to insufficient development the ability to control the movements of the fingers). Thus, with a bad test result, poor performance was observed in 50% of cases (that is, the probability of an accurate forecast is at the level of chance, as when tossing a coin: heads or tails) - this is not enough basis for a definite conclusion about "unpreparedness". This does not mean that low results on the Kern-Jirasek test do not provide psychodiagnostic information at all. They are the reason for increased attention to the child, increased emotional and pedagogical support at the very beginning of education, and in some cases (with especially low results) - an in-depth psychological examination [3].

Feeding a child exclusively with breast milk in the first months of life has a positive effect on his mental abilities. This conclusion was reached by Canadian scientists from McGill University, who observed the development of almost 14,000 children born in Belarus. The study, led by Michael Kramer, has been conducted since the late 1990s in 31 Belarusian maternity hospitals. Approximately half of the institutions implemented a program to encourage long-term exclusive breastfeeding, the rest continued their previous practice without changes. The evaluation of the intellectual abilities of children was carried out at the age of six according to the Kern-Jirasek method.

Conclusion. It turned out that children who were exclusively breastfed for at least the first three months of life had the best results on tests of cognitive abilities. On tests of verbal intelligence, they scored an average of 7.5 points higher (on a 100-point scale), on a test of non-verbal intelligence, 2.9 points higher, and on tests of general intelligence, 5.9 points higher. In addition, children in this group were significantly better at reading, counting and writing than children in the control group, Cramer said. According to the authors, it is currently not clear what the positive impact of breastfeeding on intelligence is due to. This effect may be due to the influence of components of breast milk or physical and social factors that occur during contact between mother and infant during breastfeeding [7].

Given the relevance of this area, it became necessary to conduct a study in order to

study in detail the relationship between exclusive breastfeeding and the cognitive abilities of children.

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