The article is devoted to psychological features of the emotional sphere in a children's home (mercy'ouilly) and home village (SOS). It includes comparisons of psychological development of children raised in an intact family and the orphanage. Along with practical ideas and results of research on the possibility of determining the influence of the passivity of emotional communication on the development of children raised in orphanages as a subject of social relations.

**Keywords**: communication passive, need, deprivation, emotional deprivation, cognitive deprivation, passivity of speech, emotional attitude, severe deprivation, mental development, cognitive process.

In order to accommodate the needs of the younger generation emerging in the development process. But there are cases when a child's needs are not fully met or do not coincide with its capabilities. This, in turn, leads to fatigue of different degree in the mental development of the child.

In mental development and personality formation of preschool-age children play a great role of positive emotional relationships with the people around him. This is especially important in the first six months of a child's life, during this period, his relationship with adults is directly on an emotional level. Emotional because he expresses his feelings and accepts the feelings of an adult. This relationship between adult and child is carried out in a pure form without any funds, and therefore is called direct communication [1].

Emotional communication is the primary psychic link between living an adult and a child. It is formed in the first months of a child's life and further creates the necessary conditions for establishing contact with adults. In addition, the child entering into emotional communication with adults, pay particular attention to the sound and intonation of speech [2].

Many external and internal conditions acting on the transition to active speech, because these conditions are interrelated. The external conditions include sensitive communication, sensitive communication, collaboration, taking sides with the child the conditions of communication. Later on in the process of communication of the child with adults directly accumulated personal experience and circle and circle the primary manipulation of objects. This in turn creates a basis in the internal development of the child. The child develops experience in building the image of the subject and interaction with him. Adult offers the child the subject, telling him the name of the subject and what you need to do, therefore, is that the relationship between the object that he sees and to hear the word. Based on the
The child's auditory image develops in this period. Assuming the child understands speech of adults [3].

Wrong forms of communication cause children living in closed institutions, like orphanages, to have various difficulties in communicating with others and understanding their development. Communication errors generate incorrect representations of the child about themselves and others. The child's perception of people is formed through the perception and understanding of non-verbal actions and non-verbal interactions with parents.

Cognitive schemas are formed through social experiences [4]. In the design and development of subjective relationships, an important role is played by a positive, open, and flexible "I" concept. The roots of objective relationships lie primarily in an inadequate attitude to oneself, self-acceptance, and insecurity [5].

In the choice of a partner in communication, children who grew up without parents choose a partner in joint activities under the partnership (it occurs 5 times less in children living in families). However, research by T. I. Komissarenko shows that the ratio of adults to children affects the nature of their relationships with other children [7].

The purpose of this article is to study the degree of mutual communication distance in communication between teachers and children in preschool educational institutions (kindergartens), children's homes (home "Mehribonlik") and SOS villages. For this, we used the methods of Y. Ruzankina for measuring communicative distance. The method for measuring communicative distance allows determining people who come into contact, the communicative role (communicator and recipient) between them. The subject for the evaluation of mutual sympathy should draw a straight line between the points in the pole, that is, to express wishes in the form of a line segment from point "I" to the other person. In the second series, the opposite is true, from the other person to the point "I".

The study was conducted in Children's home №24 in the city of Tashkent and in the children's house №9 in the city of Samarkand, in children of preschool age left without parental care at the SOS village in Samarkand, as well as the pupils of the preschool educational establishment №112 in the city of Tashkent. The study involved 152 children aged 5 to 7 years. The author expresses his gratitude to the managers and employees of enterprises.
Various agencies of study

<table>
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<tr>
<th></th>
<th>Arithmetic mean</th>
<th>Standard deviation</th>
<th>Average error</th>
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<tbody>
<tr>
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<td>7.51</td>
<td>0.14</td>
<td>0.02</td>
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<tr>
<td>The baby house</td>
<td>4.28</td>
<td>0.20</td>
<td>0.03</td>
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<tr>
<td>SOS</td>
<td>3.35</td>
<td>0.14</td>
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Analyzing the above table the different agencies in children of preschool age in the methodology for the study of communicative distance we see that the pupils of preschool educational institution of the arithmetic average value is 0.51, standard deviation is equal to 0.14, the average error is 0.02. It tells about the development of a trusting relationship between the caregiver and children, this has a positive impact on the development of the child's mind. The children of the orphanage arithmetic mean value of 0.28, the standard deviation of 0.20, the average error is 0.03. These figures indicate a negative and formal communication between children and caregivers. This, in turn, can not have a negative impact on the mental development of a child. Between Preschool educational institutions and Children's home there is a large difference (t= 5.3 p<0.00). In our opinion, the main reason is the excessive formal and negative communication caregivers of children at home with children left without parental care.

The relationship of the children of the orphanage with their peers can to some extent compensate for the satisfaction of needs of communication with an adult and objective reality. It is known that constant and emotional communication with adults contributes to early formation of the interpersonal child. The orphanage children choose peers, they tend to be active, moving and emotional children. According to the observations of M. M. Tsaregorodtseva, the contemporary child, who is close to him can't influence and can't fill a meaningful relationship. These children prefer to observe their peers, passive in relation to the partner, their expression is poor, so an adult needs to steer when kids must teach them to see the same person as they are. Relationship of children increasing their emotional tone, give them a new experience, and this is very important for a private institution like an orphanage. Relationship of children affect their General mental development. They are an important source for the development of cognitive activity of the child. The main direction in the mental development of a child is his communication with adults. In a children's home because of the late development of the need for such communication is not formed complete emotional and personal communication, you may not receive in time the need for a situational-functional cooperation with adults, lags behind in development. In addition, children in orphanages are not formed subjective directional relationship with adults compared to children growing up in the family [8].

Indicators children from SOS villages: arithmetic mean value of 0.35, the standard deviation is 0.14, the average error equal to 0.02. These figures mean that the caregiver SOS village and mother-educators and children in their main activities are in the formal (business) communication, but the emotional richness of communication plays an important role in mental and emotional development of the child.
The difference between the pupils of the preschool educational institutions and children living in the SOS village is (t=4.3; p=0.000). That is, the indicators of the communicative distance between the educator and the child is somewhat better in comparison with the orphanages. One of the main reasons for this is that in the SOS village created conditions close family. Every house in the SOS village consists of brothers and sisters, there are children of different ages and educators are trying to replace mom. We think that the main reason for the difference in performance between SOS village and the orphanage. Thus, according to the study it was found that for certain conditions of the orphanages main activity is negative and the communication formal.

For clarity, the obtained results present the following chart.

The indicators of the communicative distance of preschool children living in various institutions

As a continuation of the study we tried to identify the level of interest against the partner as an object of exchange of information by using the "I" of methods Y. Ruzankina "communicative distance", that is, first through an expression of interest to the personality of the teacher, so continued research.
Comparative analysis of the methodology of "communicative distance" in various institutions
(The communication distance of the child to the caregiver)

The method for measuring the communicative distance among preschool children in various agencies can be analyzed as follows: the arithmetic average of the interest level of children in preschool educational institutions is 0.50, the standard deviation is 0.15, the average error is equal to 0.01; between child and the caregiver on a scale Ruzankina developed formal and positive communication.

The arithmetic average of the interest level of children from orphanages to the personality of the teacher is equal to 0.30, the standard deviation is 0.19, the average error is 0.02; they can see the consistency of these negative indicators on the scale formal methods. The orphanage had negative communication and formal relationship with the caregiver.

Between preschool educational institutions and children living in the orphanage there is a large difference (t = -6.5, p < 0.00).

Indicators of children living in SOS village: arithmetic mean value of 0.39, the standard deviation is 0.15, the average error is equal to 0.02. These figures are consistent with the formal scale methodology, the main activities of the teacher of the village, that is, mother, educator and children is formal communication.

The difference between the pupils of the preschool educational institutions and children living in the SOS village is (t = 4.3; p = 0.000), the result of a communicative distance between the child and the teacher is somewhat better in comparison with pupils of children's home. Accordingly, it is necessary to pay attention to the views of N. A. Menchinskaya and V. S. Mukhina, according to them the main factor in the whims of children is unfair, wrong and indifference of adults to the child's personality, and the suppression of their interests [9].

Between orphanage children left without parental care and children living in the SOS village as shown in the table above had not detected a big difference.

In the second series of the conducted methodology has tried to analyze the process from point "I" to a point close to the personality of the subject.
Performance indicators for "Communication distance" in various institutions

(The communication distance of caregiver to the child)

The average value of the level of interest and relations of communicative distance educators of preschool educational institutions in relation to the personality of the child is equal to 0.43, the standard deviation is 0.16, the average error equal to 0.02; between the child and the caregiver on a scale of Yu. Ruzankina developed formal communication, but we can't say that the degree of this communication is positive. The average value of the level of interest, communication distance and relationship of the caregiver of the orphanage towards the personality of a child is equal to 0.21, standard deviation - 0.21, the average error equal to 0.02; these figures are consistent with the mandatory scale of this technique. This means that communication is necessary and obligatory between the children of the orphanage and a teacher. There is a big difference between preschool educational institutions and children of the orphanage (t= 5.4 p<0.00). In the mental development of the child, especially in the development of speech disorders and developmental delays in terms of deprivation are proof of the importance of emotional connection. The lack of emotional connection leads to a backlog of mental development, speech and cognitive activity of the child. (G. L. Rosinger-Pupko, E.K.Kaverina, J. Bowlby, G. Craig, N.M. Aksarina etc.)

The arithmetic average of the interest level and communication distances the mom-caregivers living in SOS village in relation to children is equal to 0.24, the standard deviation is 0.15, the average error equal to 0.02; these figures are consistent with the scale conducted a formal technique, it is possible to see that the main activity of carers, namely mothers-educators and children in SOS village lies in the formal communication.

The difference between the pupils of the preschool educational institutions and children living in SOS village (t= 7.1; p=0.000), the figure shows that the communication distance between the caregiver and children is somewhat better compared to the children from the home, but the interest and the relations in the process of communication educators of preschool educational institutions of children is higher compared with the other two institutions, it can be seen in the table, compiled on the basis of the results of the study.

From the above table it is seen that between the children of the orphanage left without parental care and children living in SOS village there is not much difference. Based on the obtained results it can be concluded that especially in the emotional development of children in the orphanage are in the first place, poverty of feelings and their expression. Along with the poverty of their own feelings and experiences of children, children do not always understand the feelings of adults, there is difficult is the separation of

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<td>62/53</td>
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- 02/0.02 - 5.4 p<0.00
positive and negative feelings. Due to the complexity of understanding the feelings of adult children behind cognitive activity, as well as overall mental development, the obtained diagnostic results with used in the study methods made it possible to develop some recommendations for preschool children with deprivation:

- Improving basic adaptive skills. Every time at the exact time and only in the short period, at different times of the day – playing, eating, walking, etc. with the mother. The duration of stay of the child in the manager gradually and finally he left without a mother;

- A variety of ways – individual, ensuring continuous educational influence of the family and nurseries by General discussions with parents;

- Need to teach communication skills to children with representatives of different generations, as well as with senior and Junior. It is necessary to develop in children the patterns of behavior that are senior to Junior, and Junior against senior. From this point of view, forming groups of different ages in orphanages more efficiently. Gender identity and the peculiarities of the image of the family of the orphanages can give positive results.

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