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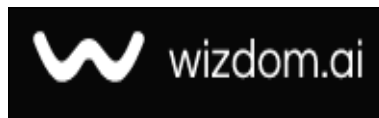
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Psychological Characteristics of Primary School Children

Psychological Characteristics of Primary School Children

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Abstract

The article is devoted to some methods of work through which it is possible to implement a personality-oriented approach to learning.

Keywords: elementary school, junior schoolchildren, child psychology, thinking, thinking development.

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INTRODUCTION.

Primary school is the beginning of education for the younger generation. Due to the changing demands of modern society, the prosperity of the country, the changing needs of the country, the psychology of the new generation has undergone significant changes, and the task is to change it so that it meets the demands of life.

The sovereignty of our country and the independence of our language also impose new demands on the younger generation. Comprehensive study of child psychology, deep knowledge of it, constant consideration of its individuality places a responsible and honorable task on the school and teachers.

Children from 7 to 10 years old belong to the primary school period. At this stage, the child's body develops significantly, muscles and cartilage, bones are strengthened, the soles of the feet develop, the spine, all necks and backs are developed. The development of the frontal lobes of the brain plays an important role in the formation of mental activity and nerves of the child.

The rapid development of certain mental processes occurs in the younger school age of the child. At this time, the child develops the ability to perceive. Develops the ability to see and hear, clearly distinguish colors. He learns the properties and qualities of perceived objects. Increases control over the new foundations of society, manages its perception and directs it to the desired goal.

Since reading is the main activity in primary school, all the child's thought processes change. Performs mental work through attention, being active in action.

Learning requires the child to control his memory. The requirements and the specific content of the school educational process significantly develop this process, strengthen the powers of memory. The level of memory depends on the content of the memorized material, the nature of the action, the level of mastery of the techniques and techniques of memorizing and reproducing the material.

At the stage of elementary school, the ability to memorize vocabulary material immediately increases, the educational material constantly requires the student to process imagination. Memory and imagination differ depending on the child's motivations that require effort.

Mental operations are also performed during the learning process. Can easily and correctly compare imaginary objects. The peculiarities of the development of logical thinking, such as the ability to draw conclusions, identify causes and consequences, and give explanations, are clearly visible. Students develop a high level of systematic and effective mental activity. This is reflected in the fact that he is able to master cognitive attitudes about the environment, about new technologies penetrating society. This is how the child's remuneration and cognitive interests are formed. At the same time, the language development of younger schoolchildren is characterized by a deep national command of their native language. Now the student can express his thoughts, desires, feelings very grammatically, using the vocabulary of his native language.

Language is the fruit of thought. Special attention should be paid to the language and thinking of the child. According to L.S. Vygodsky, with the beginning of schooling, thinking shifts

to the center of the child's conscious activity. The development of lexical and logical thinking, which occurs during the acquisition of scientific knowledge, constitutes other cognitive processes.

The famous scientist H. Dosmukhammedovich says that language and speech are one of the main features of human psychology. "Language is the soul of the people. There is no country that does not know its own language. People who have lost their language are people who have been destroyed. If the language of the school and the child is correct, the language of the country will be enriched and enriched, and the language that is no longer used in school and in the press will be confusing."

The fact that a child crosses the threshold of school for the first time causes him difficulties. It is based on new requirements for children, both at home and at school. If the main occupation of this age group is a game, then after entering school, reading will prevail in mental development. Thanks to this, the child's psyche undergoes significant changes. This is because it is more difficult for a child to learn than to play. At first, the child still cannot adapt to the new situation at school, so he faces the following difficulties in learning:

1st: adaptation of the child to school conditions;

2nd: relations with the teacher, peers;

3rd: assignments for first graders may be too easy, and the child may lose interest in reading. However, all difficulties are solved due to the development of the child's psyche, they begin to distinguish between good and bad. The main cognitive processes of a first-grader undergo significant changes after entering school. At this stage, the child needs a lot of help from teachers and parents.

Unfortunately, there are cases when a student who studies well is considered incompetent due to some mental inactivity. This is due to the child's lack of interest in learning, the desire to escape from the mind, the belief that he is formed, that is, that education is something that the child is not capable of, it is very difficult. Such children need to be motivated, activated and interested in what they are inclined to. It is useful to give him additional interesting materials and create conditions for him to experience the joy of studying (for example, when it is difficult to solve a problem that was previously difficult for him). This strengthens the student's self-confidence and ensures that he or she reads well.

A teacher should not forget about the dangers for smart and talented children. It is easy for them to learn, so they are not used to work and do not have the necessary motivation. Lack of mental effort can lead to such children gradually losing their abilities, turning from a talented schoolboy into a disabled, average or even poor worker.

Primary school students do not know how to complete a task for a long time. They want to remember the task. This is not because they have the ability to remember, but because they are not ready to learn yet, and no one has taught them how to work. M.M. In his book "Youth and pedagogical Psychology" Mukanov explained that in elementary school the task is set for children in two ways: first, the child is responsible for the task. Secondly, the task is not set as a search for an answer. To do this, you are given a sample, for example, to memorize the text of a poem.

One of the main problems of modern child psychology is the development of the psyche of younger schoolchildren. The objectives of the study of the development of the child's psyche are as follows:

Creating tasks that require solving problematic situations.

Determination of the level of pre-workout compliance.

Study the relationship between the evaluation of objects and verbal reasoning before visual.

Al-Farabi supports this point of view in his writings. "Any science is inspired by understanding its special meanings. It is enough for us to feel only some of these special values and feel most of the rest." In this case, only when our feelings are perceived and understood, our mind begins to play a role. In the process of learning in elementary school, the teacher influences the development of cognitive activity of the child, and in the process of joint activity, their thinking becomes more complicated, and memory and attention are stabilized and concentrated.

K.D. Ushinsky wrote: "... from the very first grades, students should have their own set of views corresponding to their age... Every year this view should be deepened, expanded and supplemented." That is, he discovered that the cognitive activity of the student is the main condition for his development. In pedagogical and psychological literature, the role of knowledge, the transformation of knowledge into trust, the essence of students' attitude to solving educational and cognitive tasks, age differences and environmental influences are presented as necessary and sufficient conditions for the formation of students' cognitive activity.

Development goes on continuously, thinking processes and conclusions are formed. The school gives the child a comprehensive education and is the basis of his development. Therefore, there is a close connection between learning and development. At the same time, the outstanding psychologist L.S. Vygotsky divided the developments into actual and fundamental ones. In real development - if the student continues to learn what the teacher explains, in fundamental development - the student cannot learn on his own.

Conclusion

According to the research of psychologists, teachers (N. Leites, A. Lyublinskaya, Ya. Ponomarev, J. Piaget, A. Zak, etc.) during the school period, especially in the first grade, the psychological basis of cognitive activity of students and imagination, dreams, creative thinking and mental operations: analysis, generalization, generalization, comparison, etc. is formed. At the same time, the necessary basic skills begin to appear, such as evaluating actions, conclusions and expressing opinions. Another important feature of elementary school students is their high emotional state.

Sh.A. Amonashvili and teacher Yu.K. Babansky say that pedagogy is a constant criterion of the number and order of students' knowledge. Defines the following situations in the psychology of evaluation:

firstly, the mechanism of mental development management, types and ways of personality representation together with self-management are theoretically determined;

secondly, the assessment is made according to the degree of mastering of special disciplines by students;

thirdly, when studying assessment methods, the problem of obtaining practical tasks is revealed and its circumstances are revealed;

fourth, there are significant obstacles in answering methodological questions of psychology.

Y.Altynsarin recalls the following in the teacher's memory: "A teacher should never forget who he is dealing with. If children don't understand something, the teacher shouldn't blame them. When talking to children, it is better not to get angry, speak gently and patiently, do not use double-edged, metaphors, inappropriate terms," he said.

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