

PSYCHOLOGICAL CHARACTERISTICS OF PRIMARY SCHOOL STUDENTS AND THEIR ADAPTABILITY TO SCHOOL EDUCATION

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Annotation

Psychological readiness for education means that the child meets the requirements of the school objectively and subjectively. He is psychologically prepared for school education, and therefore his psyche is sufficiently developed to acquire knowledge. , differs from children of other ages in the clarity of his thinking. In a child preparing for school, attention is relatively long-term and conditionally stable. Features of a child's attention include role-playing and storytelling, drawing and construction activities, making clay and plasticine toys, understanding and comprehending the speech of others, and solving mathematical problems.

Keywords: Small school, subordination of motives, ethical norms, learning activities, learning tasks, learning behaviors, self-control, self-control assessment, cognitive-affective.

Introduction

The primary school age group includes students in grades 6-10 (I-IV). The child is prepared for school in kindergarten. At the same time, he gets acquainted with the various requirements for students at school, is biologically and psychologically ready to learn the basics of science. Psychological readiness for education means that the child meets the requirements of the school objectively and subjectively. He is psychologically prepared for school education, and therefore his psyche is sufficiently developed to acquire knowledge. , differs from children of other ages in the clarity of his thinking. In a child preparing for school, attention is relatively long-term and conditionally stable. Characteristics of a child's attention can be seen in role-playing and storytelling games, drawing and construction activities, making clay and plasticine toys, understanding and comprehending the speech of others, solving mathematical problems, and listening and composing a story. The child has a certain level of ability to focus, concentrate, and distribute attention to a specific object, and seeks to control

and concentrate when needed. His memory is interesting, wonderful, and gives him the opportunity to carefully remember, recall, recall amazing information and events. Until then, if he has mastered this or that information under the direct guidance of an adult, he will voluntarily gather the necessary information and try to set a clear goal and task. This activity of the child means that the memory is developed to a certain extent. She repeats poems, stories and fairy tales a lot, memorizes them, uses the most convenient ways and methods of memorization, is very useful in the educational process, the first-grader often organizes cognitive activities based on vivid figurative memory however, this work does not negate other types of memory, on the contrary, education requires word-logic memory. Understanding the meaning of word-logic memory provides ample opportunity to increase the efficiency of the memorization process. Experience has shown that a child has a tendency to memorize meaningful concepts more quickly and firmly than meaningless words. His speech is sufficient to communicate with adults in preparation for school, to read and understand people's opinions, and the structure of his speech is consistent with the rules of grammar, logically consistent, expressive, quantitative and quantitative. 'ladi. He can understand what he has heard and seen. Can express information in a certain order, use mental activity operations (compares, clarifies, groups, summarizes, tries to draw conclusions and conclusions). Research by leading psychologists has shown that a well-organized educational process can accelerate the development of children's thinking at this age. For example, they learn the scientific concepts of linguistics, physics, and mathematics, create simpler problems, perform lighter exercises, and strive for creative and responsible thinking. When talking about the mental readiness of a six-year-old child, it is often based on a specific plan, a systematic, multifaceted goal-oriented, interdependent logic, which serves as the basis for a consistent primary education. growth rate. In addition to the level of mental development for education, it is advisable to take into account such factors as differences in the life and activities of the child, conditions, specificity, his health, methodological readiness, the acquisition of basic skills. All of the above reflects the objective aspects of a child's psychological readiness for school education. There is also a subjective aspect to a child's psychological preparation for school. Her desire to go to school, her aspirations, and her desire to interact with older people are inextricably linked to this preparation. By this time, the child will have a clear idea of how to read and learn. He understands the responsibilities of the members of the school community and tends to obey and follow their instructions. But because children are not all the same, there are important differences between them. Some children go to school with their whole bodies, constantly count how much time they have left to study, and try to prepare school supplies in advance. Another child goes so far as to drop out of school altogether. Negative attitudes toward reading are often the result of adult intimidation. Brothers and sisters also talk about difficult experiences and situations at school, and forcing

children to do more homework at home can also have a negative impact on learning. Children with a negative attitude to reading find it difficult to enter the learning environment and face a number of psychological barriers. Taking into account the anatomical and physiological characteristics of children of primary school age, the level of physical maturity in the organization of educational work in the school is the key to success. An elementary school student grows relatively biologically, his or her height and weight, and the size of his or her lungs. However, the child's bones (chest, pelvis, arm bones) still have uncle-like tissue in the spine, which indicates that his skeletal system is not perfect. The heart muscle grows rapidly, the diameter of the blood vessels is slightly larger, and the weight of the brain in the primary grades is 1250-1400 grams. The analytical-synthetic activity of the cerebral cortex improves, the relationship between excitation and inhibition changes, but excitation has a relative advantage. Therefore, it is important to take care of the child's proper development, to prevent fatigue, and to strictly adhere to the rules of reading and taking. School education changes a student's lifestyle, social status, status in the classroom and family environment, his main task is to learn, to acquire knowledge, skills and abilities, to learn the laws of nature and society 'will remain. Education requires a certain degree of coherence, willpower, activism, and purposeful action. Involuntary behavior is replaced by conscious, planned, mental work. The student is always in a certain classroom with his peers. This means that he always has the task of defending the interests of the class community, subordinating his personal desires to the general meeting, and gaining a sense of mutual support, mutual demand, social responsibility and duty. And in the process of learning, the demands placed on the student become more and more complex. From the very first day of school, there are various contradictions, contradictions, internal conflicts that drive the growth of a small school-age child. At the heart of this is the contradiction between the level of mental development of the child and the requirements of positive qualities. Increasing demands require the child to grow mentally, and as a result of the continuous movement of this closed chain, human maturity is achieved. One of the most important characteristics of a small school-age child is that he or she has specific needs. These needs, in essence, are not aimed at acquiring certain knowledge, skills and abilities, mastering the reality of the environment, but only to reflect the desire of the student. All they need is a briefcase, a classroom, a bookshelf, and a desire to go to school every day as an adult. In addition, the celebration of Knowledge Day, the time of enrollment, the sincere wishes of the school administration and teachers, the congratulations of high school students have a positive effect on the feelings of the child. Walking in a line with classmates, playing together, going to the kitchen, and the teacher's advice also captivate the child. In general, a child of primary school age does not understand the essence and purpose of schooling, but understands that everyone should go to school. However, he diligently follows the instructions of the adults and

starts training. Over time, as the impact of happy moments diminishes, the outward signs of school lose their relevance, and the daily mental work of reading (volitional effort, doing something you don't like, distracting yourself) 'manages his own behavior). When left unmanaged, they can be left astray and lose the right path. To prevent this, the teacher needs to inform the child about the difference between education and play, the fun, and prepare the child for the activity. The first grader is interested in the learning process itself. In special studies, children were given unnecessary exercises and told in advance that they would not need these exercises later, but the children began to do them willingly. The first good result a student achieves in his / her personal activity motivates him / her to achieve other results. Her first job in her academic career brings a sense of joy and happiness. For example, some students try to read a text several times. An interest in reading activities also stimulates interest in its content, creates a need for learning, and motivates reading. The interest in the content of education, in the acquisition of knowledge, is inextricably linked with the student's sense of satisfaction with the results of their own intellectual endeavors. This feeling is expressed by the teacher's motivation and forms in the student the desire to work more effectively. It helps the child to develop self-confidence, self-confidence, knowledge and skills. As long as incentives and punishments are in moderation, their educational impact will increase. Assessing the performance of primary school students is important in developing a positive attitude towards learning. It is well known that verbal assessment of children in schools has become a habit, because the first-grader intensifies his activity under the influence of this suspicion, tries to be creative, and even the student at first does not notice the difference between good and bad grades. does not go, I wonder how many more ratings he received. Motivation is the most important thing for a teacher. Many experts believe that the assessment of students of small school age has negative consequences. It is well known that assessment alone can reduce the social significance of knowledge. Therefore, finding and applying other methods of knowledge testing is one of the urgent tasks of today. Because it is not right to deny the importance of assessment for the development of the child. It is better to use the price as advice, guidance, recommendations, instructions. One of the most important characteristics of small school-age students is their confidence and high respect for the teacher. Therefore, the teacher has a great opportunity to influence the child. The child sees the teacher as intelligent, sharp, sensitive, kind, and even wise. In the image of a teacher, he sees a noble person who realizes his good intentions, dreams and wonderful feelings. In the face of a teacher's reputation, the prestige of parents, other family members, relatives, and acquaintances will plummet. That's why children take every word of the teacher as a law. As a child grows mentally, his or her attitude toward the role of teacher changes, as does the need for conscious behavior. The student has a lot of problems, questions. He begins to realize that not everything in life is as easy as he thought it

would be. He tries to find answers to these questions himself and asks them to other people. The following is a brief description of the characteristics and development of cognitive processes in students of this age, such as intuition, cognition, memory, and thinking. Children of this age are very different from other people of their age in the accuracy, fluency, purity, sharpness of their perceptions. They are able to master important features of cognition because they look at everything carefully. The reason for this can be explained by the predominance of the first signal structure in their higher nervous activity. The primary school student strives to clearly perceive the novelty of any object, subject and reality, which attracts him to the mysterious world, the beauty and charm of the environment. But in the early stages of education, there are some weaknesses in cognition. A negative feature of the perception of small school-age students is the weakness in distinguishing objects. They often misunderstand, or even misunderstand, the material being studied, and as a result are unable to fully imagine the difference between exactly the same letters, words, descriptions of things, shapes, and spatial arrangements. For example, the letters "q" and "k", the words "read" and "read" are indistinguishable from the shapes of circles and circles, and the intersection of straight lines. And sometimes they find things that adults can't understand. Cognitive development takes place under the direct guidance of the teacher: it teaches students to effectively organize perceptual activities, to distinguish important and insignificant features of objects, to concentrate and distribute attention, to plan and orderly analysis of materials. To do this, it takes children on a field trip, uses visual aids, compares physical and mental labor processes, and develops observation skills. One of the most important tools for developing cognition is to inculcate in students the ability to distinguish between similar and different signs of things and events. These forms of cognition are very limited in primary school students due to lack of life experience, poor level of knowledge, and weakness of imagination in children with specific perceptions of space, time, and movement. Because they are limited to simple spatial concepts used in everyday life, they have difficulty understanding scientific spatial terms, such as the height of wires, the distance between space and land, the size of seas and lakes, and so on. Because they do not understand large space concepts, they ask, "How many kilometers is the distance between the stars?" questions like Children's perception of time is also a narrow concept, and they do not understand such terms as century, BC. Movement often refers to a child's physical, mechanical movement, but not to his knowledge of biological, social, or chemical movements. The child even misunderstands the plane, the bird, the rocket and its speed. For example, if he heard about giant lizards that were killed in a science class, he would come home and ask his grandmother if he had seen them. In the process of learning and with the help of adults, the increase in life experience expands the scope of children's perception of space, time and movement, and they find answers to the questions that arise. In addition, their theoretical knowledge is enriched

by experimenting. Elementary school students do not have the ability to control attention with willpower and adapt to emergencies. The main reason for this is the weakness and instability of voluntary attention in them. At the same time, small school-age children are inextricably linked to their voluntary conscious reading motivations. Their reading motives are usually divided into long-term and goal-oriented motives. The motivations of high school students are long-term motives, while the motivations of elementary school students are motives related to reality and reality.

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