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PSYCHOLOGICAL CHARACTERISTICS OF PRIMARY SCHOOL STUDENTS

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ABSTRACT

This article talks about the psychological characteristics of primary school students. When we say characteristics specific to students, it is meant that the child is objectively and subjectively suitable for school requirements. He will be ready for school education primarily from a physical and psychological point of view. Consequently, his psyche develops enough to acquire knowledge. From this age, the sharpness, clarity, purity, accuracy of the child's perception, his curiosity, kindness, benevolence, trustworthiness, the brightness of his imagination, the strength of his memory, the clarity of his thinking are different from those of his age.

KEYWORDS

Observation, attention, perception, memory, junior school age, observation, learning.

INTRODUCTION

It will be known that the intellectual and spiritual potential of our people is an important factor of the strength of our nation, that all the best qualities of the growing generation are manifested in the youth, and

that they understand the wise experience of the older generations is a continuous process. The educational process is complex and multifaceted.

The success and effective result of this process depends on the legal rules of the educational process, i.e. to what extent they follow the didactic requirements for education. A. Komensky was the reason. He believes that as one thing in nature is related to another, so in education everything is related to another, so that the knowledge learned in each activity paves the way for the next knowledge learned.

The role of the methods used in the teaching process is of great importance in increasing the effectiveness of education. Teaching methods mean the cooperative activities of teachers and students aimed at achieving the expected goal in the educational process. Teaching methods determine the activities of the teacher and student in the educational process, how to organize and conduct the teaching process.

Today, the use of computers, multimedia, overhead projectors and similar tools gives a good result in increasing the effectiveness of education.

Students of primary (1-4) grades 6-10 years old are included in the junior school age period. A child is prepared for school education while being raised in kindergarten. In this way, at school, he will get acquainted with various requirements for students, he will be biologically and psychologically ready to learn the basics of science. has a certain level of skill in managing his attention and tends to concentrate at the

right time. His memory will have the ability to carefully remember and recall information and events that will surprise an interesting, wonderful, strange person. Until this time, he has been learning this or that information directly under the guidance of adults, now he tries to set a clear goal and task for himself to collect the necessary information. This activity of the child means that his memory has developed to a certain extent. He often repeats poems, stories, fairy tales and uses the most convenient ways and methods to memorize them, which is very useful for him in the educational process.

Although a first-grader often organizes knowledge based on the memory of a vivid image, this work does not exclude other types of memory, on the contrary, education requires the memory of word logic. Word logic provides a wide opportunity to understand the meaning of the existence of memory and increase the efficiency of the process of remembering. It is known from experience that a child has the ability to remember meaningful concepts faster and more firmly than meaningless words.

At the stage of preparation for school education, his speech is sufficient for communication with adults, listening to people's thoughts and understanding them correctly, and the structure of speech is logically consistent in accordance with grammatical rules, expressive in terms of quantity and scope. He can understand information about what he hears and sees.

He is able to describe the information he has in a certain order. Mental activity operations are used appropriately. For example, he compares and clarifies them. Separates groups, summarizes, tries to make judgments and conclusions. Researches of major psychologists, the intelligently organized educational process rapidly develops the thinking of children of this age. Researches of major psychologists, the intelligently organized educational process rapidly develops the thinking of children of this age. For example, they learn the scientific concepts of linguistics, physics, and mathematics. They make simpler problems. They can do lighter exercises. They tend to think creatively and productively. When we talk about the mental preparation of a 6-year-old child, it is often the psyche that serves as the basis for a coherent, coherent primary education based on a specific plan. we mean the level of growth. Also, for education, in addition to the level of mental growth, it is appropriate to take into account such factors as the peculiarities of the child's life and activity conditions, his health readiness, mastery of simple skills. All of the above represent the objective aspects of the child's psychological preparation for school education. There is also a subjective aspect of preparing a child for school education. His desire to study at school, his desire to communicate with people of his age are inextricably linked with this preparation. By this time, the child has a correct idea about learning. He understands the responsible duties of the members of

the school team and tends to follow their instructions. But since all children are not the same, there are important differences between them. Some children want to go to school with their whole body.

Continuously counts how much time is left to study. He is satisfied with preparing educational materials in advance. Another child goes so far as to drop out of school regardless. A negative attitude towards studying often arises as a result of bullying by adults. Also, the words of mothers and fathers about "difficult experiences and situations" at school, forcing children to study more at home, also create a negative attitude towards learning. they face mental obstacles.

When organizing educational work at school, taking into account the anatomical and physiological characteristics of children of small school age and the level of physical maturity is a guarantee of success.

A primary school student grows biologically relatively harmoniously. His height and weight, the size of his lungs develop proportionately. School education changes the student's lifestyle, social position, and the situation in the class community and family environment. Its main task is to acquire knowledge from studies, acquire skills and abilities, and master the laws of nature and society.

Education requires a certain level of organization, aspiration, volitional activity and purposeful activity. Involuntary behavior begins to be replaced by planned

mental work. He is in a certain class group with his peers. Therefore, he always faces the task of protecting the interests of the class community, subordinating personal desires to the aspirations of the whole community, mutual help, mutual demand, social responsibility and sense of duty.

In the process of education, the demands placed on the student become stronger and more complicated. From the first day of study, various conflicts, contradictions, and internal conflicts arise that drive the growth of a child of junior school age. At the heart of these lies the positive result of the child's psychological development and the contradictions between characteristics and requirements.

The ever-increasing demands require the continuous growth of the child, and as a result of the continuous benefit of this great chain, human development is realized. One of the important characteristics of a child of primary school age is that he has specific needs.

In essence, these needs are not aimed at acquiring certain knowledge, skills and abilities, but only reflect the desire to learn. These needs include the desire to have a lesson preparation corner, a bookshelf in one's bag, and the feeling of attending school every day as an adult. In addition, the joy of the day of knowledge, the time of admission to the school, the sincere wishes of the school administration and teachers, and the congratulations of the top students have a positive

effect on the child's feelings. Walking in line with classmates, playing together, going to the kitchen, and the teacher's instructions are also captivating. In general, a child of elementary school age does not understand the essence and purpose of studying, but everyone thinks that he should go to school. But he diligently follows the instructions of adults and starts training. The interest in acquiring knowledge in the content of education is inextricably linked with the student's feeling of satisfaction as a result of his mental work. This is inextricably linked with the teacher's feelings.

This feeling is manifested by the teacher's encouragement and forms the student's desire to work more effectively. The pride and self-confidence created in the child serve to acquire knowledge and strengthen skills.

Their educational effect increases only in the measure of encouragement and punishment. Evaluating the activities of students of junior school age is important in forming a positive attitude towards learning.

One of the important characteristics of the students of junior school age is the feeling of confidence and high passion in the teacher. That is why the teacher has a great opportunity to have an educational impact on the child. He sees in the figure of a teacher a dignified person who realizes his good intentions and wonderful feelings.

The authority of parents, other family members, relatives, and acquaintances decreases sharply in front of the teacher's reputation. Therefore, children accept every word of the teacher as a law. As a result of the child's mental growth, his attitude towards the position of the teacher changes, because the need for conscious behavior arises in him. The teacher has many problems and questions. He begins to understand that everything in life is not as easy as he thought. He tries to find answers to these questions personally and asks these questions to other people.

It is necessary to form such qualities as self-control, self-control, and overcoming difficulties. To do this, use the method of comprehensive exposure. It creates important conditions for the development of intelligence, observation, memorization, memorization, recalling abilities of children of junior school age, children's ability to read, write, forms calculation skills.

In addition, during this educational process, the scope of their knowledge expands, their interest in knowledge increases, their ability to search creatively develops, their thinking becomes more active, their independence increases, and their intellectual potential is used. A positive attitude towards academic subjects includes a sense of responsibility towards the public, a sense of the social importance of learning.

Children of this age are sharply different from people of other young age with the clarity, fluency, purity, sharpness of their perception. They have the opportunity to acquire important features of perception due to their attention to everything.

The reason for this can be explained by the predominance of the 1st signal system in their higher nervous activity. A negative feature of the perception of students of junior school age is the weakness in distinguishing objects from each other. As a result, similar letters and words cannot fully imagine the difference in the spatial location of the shape of the image of things. And sometimes they notice things that are beyond the reach of adults.

The student only perceives what the teacher recommends, according to his needs, interests, aspirations and life activities. Another feature of the perception of students of junior school age is the richness of various bright colors, clear images and emotions. That's why they first perceive things and events that evoke bright emotions.

Children of primary school age develop involuntary attention. One of the characteristics of attention in 1-2 graders is that it is not stable enough. Therefore, they cannot focus on certain things.

A number of studies show that students of 1-2 grades can only sit attentively in class for 30-35 minutes. is behind.

The student will have the opportunity to consciously control his memory, to remember, to remember, to adapt the processes of remembering to the purpose of the activity. Due to the superiority of the first signal system over the second signal system, instructional memory plays a more important role than logical memory in students. Voluntary recall and the productivity of voluntary recall largely depend on the level of mental activity of students.

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