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EMOTIONAL CHARACTERISTICS IN THE EDUCATION OF PRIMARY SCHOOL CHILDREN

Submission Date: September 20, 2023, **Accepted Date:** September 25, 2023,

Published Date: September 30, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue09-14>

Toychieva Shoista Zhumaboevna

Natsu 3rd stage doctoral student, Uzbekistan

ABSTRACT

Peculiarities of the emotional sphere of children of primery school age. The importance of emotional stability in the educational process.

KEYWORDS

Emotion, emotional stability, educational efficiency.

INTRODUCTION

The content of the work carried out within the framework of the strategy of school education and its development is aimed at developing methods and ways of all-round development of children. The period of junior school age is considered to be the period of realization of these possibilities. We should highlight the psychological characteristics of students of this age, such as stabilization of unstable attention, breadth in the development of thinking, operational

processes becoming a skill. Changes in the emotional sphere and its role in the development of a person are incomparable. The feelings of children of this period differ from the feelings of children of preschool age in that they are more stable and conscious, these feelings pass more calmly, remain deep and strong. The general emotional tone of junior high school students is dominated by the mood of cheerfulness and mental freshness. This, in turn, has a positive effect on the

content of the activity. Educators and parents will have the opportunity to make good use of this opportunity by directing the child to the right activity. They are cheerful and lively during classes and games during recess. That's why, every 15 minutes during the lesson, various didactic games, interactive methods, case studies, trainings are organized for primary school students, in order to focus children's attention and receive information in a qualitative way to prepare to do. A child who makes good use of such situations is considered to be the norm in his emotional life. The emotional life of children of primary school age is greatly expanded under the influence of education and training. In contrast to the feelings of children of preschool age, there is a great differentiation in the direction of feelings during the junior school period. At this age, all kinds of higher senses begin to develop. The feelings of students of junior school age are manifested and developed in their activities. Small school students of the age of 20 years, evaluate the results of each activity they can give. A grade can create feelings of satisfaction and dissatisfaction in a person, and these feelings encourage the child to study well. Otherwise, disturbances in the child's psyche and emotional sphere begin to occur. Sometimes the negative feelings caused by getting a low grade can deepen and become a character trait of the child due to the teacher's wrong reaction and constant reprimands and criticisms of adults. Therefore, in today's education, in order to speed up and facilitate

the adaptation process of elementary and middle school students, the evaluation system for grades 1-2 is organized based on incentives, which in turn has a positive effect on the motivational approach of children in their educational activities. is doing.

One of the main senses that help elementary school students receive positive evaluations for their work is intellectual senses. Feelings related to human mental activity are called intellectual feelings. Curiosity, feelings of surprise and wonder, feelings of trust, distrust and doubt are among intellectual feelings. Such emotions appear and are felt when all kinds of theoretical and practical questions arise, when solving tasks and issues, when learning and learning something new. The intellectual senses of students of junior school age develop in the process of cognition. In educational activities, children encounter a large amount of knowledge and facts, they create feelings of surprise, distrust, joy in children, and form the basis for the formation of curiosity, curiosity and other similar feelings. In this process, the ability of the teacher and parents to transform the feeling of insecurity into confidence, and the testiness into effectiveness, creates the "independence" that serves to form the character in the emotional sphere of the child. In the process of studying, as the age increases and the experience increases, the rational test develops. This will form students a strategy to confidently move forward in any process.

Interest in learning is one of the characteristics of children of preschool age. Interest in learning takes a special direction during the junior school period. They are amazed at everything they learn. The combination of these feelings gives rise to a strong confidence of the student in the personality of the teacher. Therefore, primary school students learn with the

belief that parents can make mistakes, but teachers do not make mistakes. That's why we often hear the words "You don't know, my teacher knows" from children of this age. This, in turn, gives the teacher a great opportunity as well as a responsibility. The following are the feelings led by students of junior school age.

<i>A feeling of surprise</i>	Encourages to know.
<i>Feeling surprised.</i>	It leads to activity.
<i>A sense of doubt.</i>	
<i>A sense of confidence.</i>	<i>Encourages the future.</i>

A feeling of surprise. Children of primary school age have this feeling when something out of the ordinary affects them. Elementary school students are surprised when unexpected events happen. In the process of knowing, the feeling of surprise passes as joy. This is a constant companion of effective cognitive activity. "When we follow the events, we are satisfied with the feelings born in us, and this satisfaction is intellectual happiness (D.R. Descartes). The surprise caused by something unexpected forces the students of elementary school age to look carefully at things that seem rare and unusual at first glance. So surprise greatly motivates elementary school students to learn about events.

Feeling surprised. In children of junior school age when the feeling of surprise is strong, when it is difficult to find the new material being explained, the reasons of

the researched facts, when these facts cannot be included in the group of known phenomena, and in similar cases, the child feels surprised. It feels like a small school is a powerful tool for strengthening the cognitive activity of students of the age of It is exactly what I found "eureka". A sense of confidence. When the correctness of connections and relationships between things and events is determined in the thinking process of children of junior school age, when logically drawn conclusions are clearly proven in the practice itself, they feel confident. For this reason, in this period, it is appropriate to look at children with the eyes of encouragement, to turn play activities into educational activities.

The feeling of doubt is not fully developed in students of junior school age. At this point, I.P. Pavlov said that "this is a very important feeling, which encourages to

thoroughly check the collected evidence and the stated rules. "For effective scientific activity, it is necessary to always be skeptical and self-examination", as he said for this period. These feelings develop significantly when the child overcomes difficulties and achieves certain successes in his work. A psychological approach to the child is considered important when a feeling of doubt arises. Because the increased feeling of suspicion has a negative effect on the child's neurotic system. Effective use of psychological therapies (games) in these situations has a positive effect on the personality of the student and his educational activities.

A child of elementary school age experiences great joy when he learns to read and write, when he learns to solve an example or a problem by himself. One of the main tasks of a primary school teacher is to make students feel happy about their work as much as possible and turn it into an emotional aspect of the child's character. In this way, the intellectual feelings of students of junior school age are related to their knowledge interests. A primary school student is very interested in what happened, where, when and how it happened, as well as asking "Why did it happen?" Regarding the answer to the question, the facts related to this event are interesting. If a student of junior school age is afraid to read or write when he is called to the blackboard, it is necessary to involve such students in didactic games and trainings, as well as

taking them to the blackboard more often. At the same time, he can overcome the feeling of shyness. With repeated exposure to the board, the feeling of fear diminishes and may eventually "fade out" and disappear. Of course, it is not the repetition of the source that gives rise to these feelings, but the desire of a person to get rid of negative experiences that plays an important role. "But this law applies only to simple and fleeting feelings, that is, to feelings that are born due to objects that affect the child in the same way and do not have a deep meaning. Complex, deep feelings do not disappear when the objects that gave rise to these feelings in the child repeatedly affect us, but, on the contrary, they become stronger and more stable. For example, as a result of repeatedly listening to musical works, our aesthetic feelings become deep and strong. usually increases. There are other laws in the "fading" of certain emotional experiences. For example, opposite feelings can cancel each other out in some proportions. When a negative feeling arises, if there is a reason that creates a stronger positive feeling, then the negative feeling can fade away, disappear. For example, a child is falling down and crying. At that moment, Onassis came and caressed him. This caressing is a strong cause of positive feelings, so instead of tears, laughter and joy appear in the child. Based on this meaning, it is possible not only to eliminate the student's feeling of being scared by repeatedly putting it on the board, but also to prevent it by creating opposite feelings in the child. For

example, the first grader's anxiety is caused by him if he does not believe in his own strength, he should be given tasks that he can easily perform. Being encouraged and praised by adults for being able to perform these tasks helps to create positive feelings in the child, and the feeling of anxiety disappears. That's why he feels more confident in front of the board.

Intellectual and moral feelings, feelings of comradeship and friendship begin to take a big place in children of junior school age. Patriotism, a sense of conscientious duty and similar feelings appear and grow. The development of moral feelings is influenced by collective work, the content of studies, various public organizations and, of course, the personal example of the teacher. That's exactly what happened at the beginning of the study. The teacher has a lot of students of junior school age determines the development of moral feelings. At first, the student is connected with the class team only through his teacher. The teacher is the central figure to whom all attention and feelings are directed for the child. A knowledgeable, skillful, child-loving pedagogue remembers the attitude of his students towards him even in the later stages of education. But later this love, attachment is divided between the teacher and the class team, comrades, friends. Nevertheless, the teacher is the main authority for a primary school student. He speaks fondly and respectfully about his teacher at home. Under the influence of the teacher, a

sense of community and concern for each classmate gradually appears in study, work and play activities. This is the basis for the development of a sense of friendship in children. Children try to help their peers who are learning poorly. These motivations are so deep and strong that they have to overcome many difficulties in order to achieve their goals: the laziness of a friend who does not learn, to have time to prepare his lessons faster, and sometimes even the opposition of parents. . In such situations, the sense of responsibility that is formed in the child helps him to overcome difficulties and successfully perform his work. If in the first grade the student ignores the teacher's reprimands in front of his friends or alone, in the second grade he becomes ashamed of the reprimands given in front of his friends. it shows that he feels a sense of belonging and that he wants his comrades to respect him.

Aesthetic feelings are primarily children's works of art appears in the process of perception. Going to the third grade not only the content of the poems read by the children's teacher, but also they also pay attention to the beauty of reading. Works of art while reading and watching movies, children mainly evaluate the moral qualities of the heroes of the work. The aesthetic side of the work of art should be shown to the children by the pedagogue. Only with this kind of teaching can children of elementary school age give an emotional assessment to musical works that are suitable for them. By grades 3-4, general and special

abilities are visible in most children. Life in junior high school the motivation to achieve success, which is extremely important for leads to rapid development. The personality development of children of primary school age is greatly influenced by their relationship with the people around them, their parents and especially the teacher. By grades 3-4, the importance of the child's relationship with his friends increases. Adults can use these relationships for educational purposes. Students of grades I-IV participate in a number of activities such as self-service, making various items from different materials, planting and growing plants, participating in household chores, and acquire basic skills and competencies in this area. they produce.

It can be seen that the emotional sphere of this junior school age is an important period for the child to mature as a person. In addition to being the period of opportunities for the formation and development of basic feelings, it is also considered the foundational period of moral feelings. Therefore, we believe that it would be appropriate to research this period and study innovative methods and approaches, development features from the point of view of the period.

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