

## CAN A SIX-YEAR-OLD BOY BE A STUDENT?

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### Abstract

The article aims to provide information about the paradoxical characteristics of six-year-old children. In particular, it can be imagined that the characteristics of schoolchildren are similar to the characteristics of kindergarten.

**Keywords:** Paradox, strategy, resource, preschool organization.

### Introduction

It may seem paradoxical to say that a six-year-old child is more prepared for school life than a seven-year-old child. But there is nothing paradoxical about it. The fact is that the level of culture of society as a whole has significantly increased over the past decades. All parents of modern children are usually individuals with secondary and higher education. Modern parents have transformed six-year-old children in terms of their growth and development.

Education of kindergarten children based on the requirements of Uzbekistan's development strategy and the development of resources that affect their development based on the needs of the times has a negative impact on the formation of six-year-old children. Because mass media in our current life require the person, parents and people living in the society to treat the child in a pedagogical and psychological way. In particular, employees and pedagogues of preschool educational organizations should know how to use these resources properly.

We know that television, computer, internet, cell phones, movies are misused by children and the indifference of parents and others is the basis for the development of the world view of our six-year-old students on the one hand, and on the other hand, the wrong formation of their consciousness. is happening

In many kindergartens, the reduction of national houses and increased attention to modern resources may be the reason for six-year-old children to grow up according to the requirements of the program. It should also be noted that preschool educational institutions show that pedagogues-employees are not yet provided with adequate knowledge in higher education. The content of the houses has changed, there are houses that help the physical and mental development of children more and more, and help them get acquainted with the reality of their surroundings, the life and work of people, and modern technology in every way. Kindergartens, which cover the majority of children of preschool age, play a very important role in accelerating the development and education of children. Here, children get the necessary knowledge, acquire moral standards, under the guidance of educators, they develop speech, thinking, and work skills. Usually, a child learns to read, write, and count by the age of seven.

The age of six is the most favorable period of a child's mental development and social preparation. To take advantage of such a tendency, it is necessary to implement it. Otherwise,



without the necessary mental and moral nourishment, appropriate for this age, without the wise care of an adult, the child's abilities may not be fully realized. Organizational, systematic education and upbringing is the most basic form and condition of the goal-oriented development of the child. At this age, it is possible to successfully improve a child's speech, to be interested in learning based on natural curiosity, to awaken a thirst for knowledge, and to teach elementary methods of educational activities.

A six-year-old student interacts with his mentor and peers, and in this process, a certain obligation is imposed on him, he begins to coordinate his desires and actions for the common good, joins activities aimed at the common good, learns to marry others, care for them. learns to show.

1. Adding classes for six-year-olds to the whole system of primary school allows to make educational plans and programs more rationally, to increase the time for teaching the mother tongue, mathematics, work, music, drawing of young students. .

2. When will the child be six years old?

This is not an idle question. Some parents bring their six-year-old child to school in October-December, and if they do not enroll him in the first grade, they are surprised and say: "Why does 3-4 months matter?"

Yes, without a word, it is important: the younger the age, the more importance is attached to months and even weeks in determining it. In the first year of a baby's life, it is necessary to talk not only about how many months it is, but also how many weeks it is, because every day, every week it changes both physically and mentally. Until he reaches 7-8 years old, it is better to calculate the child's age month by month, then it is not necessary to calculate exactly how many years and months he has gained, because now the development will be of an even character. 10, 11, 13 and 14-year-old children can be given general psychological characteristics of 15-16-year-old teenagers. However, this cannot be done in relation to 6-year-old children, because they belong to qualitatively different age groups in terms of their psycho-physiological characteristics.

Every month is very important, especially when three or four months are not yet six years old. They are not six-year-old children, but five-year-old children, and their characteristics are different from those of six-year-olds. Parents who bring such children to school do not realize that it will be difficult for their children to get used to the school environment, to concentrate in class, to understand the meaning of the teacher's words, to understand and fulfill his assignments. Of course, there are five-year-old children who sleep well, get used to school conditions, and maintain their activity and cheerfulness. However, exceptions cannot be the rule.

When sending a five-year-old boy to school, parents sometimes show that the child "needs to sleep a lot", knows many poems, can count before him, asks intelligent questions, and boldly shows some letters. It should be clearly stated: knowing poems, counting to hundreds, and knowing letters does not mean that a child is ready for school. It is the ground that matures at the age of six and ensures the child's quick adaptation to school and his good development after that.



### 3. What is the difference between six-year-old children and seven-year-old children?

If the pedagogical process does not match all its components as fully as possible to the characteristics and capabilities of six-year-old children, children quickly lose interest in learning. After all, sooner or later, all of them learn to read, write, and count within the first ten, but the process of education itself does not bring them joy, education does not become a necessity.

In the moral and cognitive experience of a seven-year-old child, compared to the experience of a six-year-old child, let's say, a whole year of life is more complex and multifaceted. This lack of experience in six-year-olds does not allow them to be taught in the same way as seven-year-olds. Some of the six-year-olds have a hard time adapting to school life, they don't even want to stay at school without their mother or father for the first few days, so we have to let their parents sit in the classroom or stay in the corridor. Organizing training sessions with six-year-old students also requires a special methodology, we face pedagogical situations that need to be solved differently than when working with seven-year-olds, and these situations themselves are different.

A six-year-old boy seeks homeliness, for him home is the meaning of life. In some psychological theories, it is explained that the essence of play is a child's desire to exhaust and use up excess energy. However, such a point of view cannot clarify many questions.

Can a six-year-old child be considered a student? A child who enters school is called a student. What does this mean?

This means that a qualitatively new one-year life period has begun for him, in the process of which he must master the knowledge of the basics of science, the system of skills and abilities, the norms of behavior and manners, and create the necessary personal qualities. Such a life, with attention to the essence, becomes a "professional" activity and requires the student to study, learn, and learn the methods of self-education.

A child can be called a student when he knows how to study and has reasons for studying.

In order to become a student, a child must achieve a certain level of mental and socio-moral development in addition to mastering general student skills, which includes the following:

1. To know how to study, that is, to know the initial methods of educational activities, to strive for their improvement and enrichment;
2. Reasons to study, i.e. desire to study;
3. Having a sufficiently developed will, that is, having the ability to mobilize energy to solve various tasks;
4. to understand one's social duty as a student;
5. To be ready to live in a collective, to live as a team, to work as a team and for socially useful activities;
6. To see oneself through the eyes of one's comrades, teachers, and loved ones and to strive for self-improvement;

Of course, all these qualities are not achieved at once, but gradually as a result of the team work organized by the teacher in each lesson. First, they should be taught to listen to the teacher's words, to concentrate on one place, to understand the meaning of educational tasks, to participate in collective cognitive activities, to make friends with classmates.



At the same time, it is necessary to develop their observation, intelligence, thinking, and teach them to help each other during difficulties at work. At the end of the first school year, a six-year-old child learns the basic skills and qualities necessary for successful education, that is, he becomes a student.

### **Approach to the student and character of education.**

In the psychological-pedagogical literature, the terms "educational" and "pedagogical" are often used to indicate the child's readiness to accept pedagogical influence. Usually, if a child resists the pedagogical influence, that is, if his education is difficult, it is considered that the reason for this lies primarily in him, but not in the character of this influence, the pedagogical process. However, if the child does not have a mental or physical deficiency, self-education cannot be difficult.

A child wants to be educated, grow up and actively participate in the life of society. However, he cannot be indifferent to how we educate him, develop him, and teach him in what pedagogical process. The rule that children's age and individual characteristics should be taken into account in this process is unquestionable. But what are the features?

If we consider only the features of separate functional processes, on which the acquisition of knowledge of moral concepts and norms depends, then, in our opinion, this will mean neglecting the child as an active participant in self-transformation. In this case, emphasis is placed on activating functions such as memory, thinking, and attention during the educational process. On the other hand, education methods are mainly aimed at creating discipline and obedience in children, and clearly fulfilling the instructions of adults. Thus, not the child as a whole person, but his separate functions are included in the pedagogical process.

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