

PSYCHIC DEVELOPMENT DURING EARLY SCHOOL AGE AND BEHAVIORAL CHARACTERISTICS

Yuldashev Dilshodjon,
Kokan DPI kata Teacher

Abstract:

The article talks about mental development and behavioral characteristics during elementary school age. If the child's cognitive processes are strained by teaching the child to read, write, and count early, it causes a shortage of brain power, which is necessary for the child's emotional and emotional development, children 's emotional emotional processes or physical defects occur in development.

Keywords: early reading, writing, counting, cognitive processes, child emotional emotional development, brain power, physical development, brain structure, neuropsychic processes, visual motor coordination, small motor skills not developed.

Introduction

One of the important characteristics of a child of junior school age is the presence of specific needs. These needs, by their essence, are not only aimed at acquiring certain knowledge, skills and qualifications, but also reflect the desire to learn. These needs are based on the child's desire to have his own portfolio, personal school supplies, a desk for preparing lessons, a bookshelf, and to go to school every day like an adult. This need is of great importance in the formation of the child's personality, as well as in his socialization.

Unfortunately, as a result of mental and emotional stress during study, various diseases occur and defects in physical and mental development appear. First of all, in such children, there is a complete lack of brain structure and neuro-psychic processes for studying at school, underdevelopment of visual-motor coordination and small motor skills, and low productivity of logical thinking. In addition, lack of formation of motivation, volitional aspects, especially voluntary attention and memory, problems in voluntary management of behavior, in a word, the lack of formation of the "Student's internal position" hinders the successful learning of children who are not ready to study at school. has a negative effect on their departures.

Educators, parents, the benefit or harm of sending children to early school about it , they should also pay special attention to the neurophysiological laws of human brain development. If the child's cognitive processes are strained by teaching the child to read, write, and count early, it causes a shortage of brain power, which is necessary for the child's emotional and emotional development.

children 's emotional emotional processes or physical defects occur in development .

that according to the law of development , any development is demonstrative from imagery to abstract logic. If the child is not mentally, spiritually and spiritually ready to read , writing letters and numbers to him, read causes mental development to go in the opposite direction.



According to psychologists, the laws of psychic and evolutionary development are also physical as inviolable and universal as laws .

Cardinal changes in the child's system of social relations and activities according to changes in all systems and functions of his organism from the child and full use of his inner potential

specifies the necessity . These changes in the school-ready child without causing negative consequences, on the contrary, it is successful in its new conditions helps adaptation . The attitude of the teacher is that of the student on activity .

Children of small school age are easily distracted, they can't concentrate on one thing for a long time concentrate , they are impressionable and emotional. Your child cardinal changes in the system of social relations and activities correspond to changes in all systems and functions of his organism, requiring the child to make strong efforts and fully use his inner potential. Changes at this age do not bring negative consequences, on the contrary, they help him successfully adapt to new conditions.

attitude of the teacher has a direct effect on the student's activity shows . There are basically three types of student activity at junior school age forms : physical, mental and social activity.

Children of this age are extremely active .

This physical movement is also related to the fact that the child looks at the things around him with interest and tries to learn them. A child's physical and mental activity are interrelated. because a mentally healthy child is active, and a tired, depressed child is not interested in anything. A child coming to school for the first time has many difficulties. First of all, it is difficult for them to obey some school rules . The most difficult rule for an elementary school student is to sit quietly during class. Teachers try to keep students quiet all the time, but only a low-active, passive, low-energy student can sit quietly for a long time during the lesson.

It is difficult for a child who comes to school for the first time to fully understand himself and clearly know his behavior. Only the teacher can set standards for the child, evaluate their behavior, create conditions for matching their behavior with others. In elementary school, students accept new requirements and conditions imposed by the teacher, and try to follow their rules.

In educational activities, the child learns to act on the basis of human traditions under the guidance of the teacher, exercises his will to achieve educational goals. Educational activities require the child to develop speech , attention , memory, imagination and thinking at the appropriate level, and create new conditions for the development of the child's behavior. The junior school period is a period of transition to conscious and voluntary behavior. It is the period when the child actively learns to manage himself, to organize his activities according to the set goals. The emergence of new forms of behavior during the junior school period is directly related to educational activities. No teacher demands from a child who comes to school for the first time to solve arithmetical examples and problems that he did not teach, but unfortunately, too many teachers expect from them diligent study, organization, responsibility, strict adherence to order. they demand. However , these skills appear only after being taught certain habits and skills by the teacher.

The ability to act voluntarily is formed throughout the junior school period. Voluntary behavior, like the highest form of mental activity , is subject to the basic law of their formation. According to him,



new behaviors first appear in common activities with adults, the child learns the possibilities of organizing such behaviors, and only then it becomes an individual way of behavior of the child. Adults teach children the rules of good study, play, walks and other activities in terms of the proper distribution of their time . So, in the family, the child occupies a new place where he is counted and consulted. Junior school period is a period of positive changes and renewal. Therefore, the level of success achieved by each child at this stage of development is extremely important. If at this age a child does not feel the joy of knowing and learning, does not acquire reading skills, does not know how to make friends, is not confident in himself, in his abilities and capabilities, it will be more difficult to do these things in the future. and requires high mental and physical effort from the child. By this time, the child has achieved certain results in interaction with others, knows what he wants, and his place in his class and family . A child's imitation can be voluntary or involuntary. Involuntary imitation leads to mastering the behavior of the teacher and classmates. In this case, the behavior is acquired unconsciously. It should always be remembered that a child can involuntarily imitate not only beautiful and desirable things, but also various negative looks and situations. Voluntary imitation requires an effort of will. In such situations, the child performs this or that behavior in a goal-oriented manner, tries to adapt these behaviors to the rule, model standard. A teacher can develop effective social habits and feelings in a child through voluntary imitability. In any behavior and activity, the teacher evaluates the child, and the student learns to evaluate himself based on this evaluation.

goes

The above indicated that the motivation sphere of the students during the junior school period is changing, the social orientation of the general knowledge and motives in the preschool period is determined, and it leads to the acquisition of the "student position", that is, to the school the desire to go, and after this position is satisfied, indicates the emergence of new relationships - educational motives and social motives in a somewhat complex form. By the end of the junior school period, students should have developed learning motivations, that is, interest in acquiring not only new knowledge, but not even general laws, but some ways of finding new knowledge. The formation of these motives is a necessary aspect of the preparation of children of junior school age for secondary school.

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