

FEATURES OF PSYCHIC DEVELOPMENT DURING THE EARLY SCHOOL YEAR.

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Abstract: This article discusses the development process of any person during the period of primary school age. At this age, fundamental changes occur in the life and activity of the child. Their worldview, thinking ability, thinking expands, positive and negative thoughts about the environment and people arise, and they begin to establish more contacts with them. At the same time, it is said that their needs increase somewhat.

Key words: primary school age, psychological development, student, worldview, preschool period, reading, thinking ability

Introduction. In our rapidly developing era, raising the young generation, who are the future of our Motherland, to be all-round capable, thoughtful, and healthy both spiritually and physically, is one of the biggest tasks facing us adults. Our future depends on our future generations living today. It is they who can repeat history and serve as the basis for the creation of great scientists. If we can work independently with this future generation, if we can help them fulfill their supporting role and find their goals in life, we will have accomplished our mission. The people around children influence their education and upbringing. Children of primary school age are like seedlings. Their upbringing, whether right or wrong, depends on the upbringing of the school, family, environment, and society. It is advisable for primary school children to be taught the upbringing of school, family, and society in a perfect way. During the school year, children undergo a number of changes in their mental development. These characteristics mean that children differ from each other in their mental and intellectual abilities.

Main part. In our rapidly developing era, raising the young generation, who are the future of our Motherland, to be all-round capable, thoughtful, and healthy both spiritually and physically, is one of the biggest tasks facing us adults. Our future depends on our future generations living today. It is they who can repeat history and serve as the basis for the creation of great scientists. If we can work independently with this future generation, if we can help them fulfill their supporting role and find their goals in life, we will have accomplished our mission. The people around children influence their education and upbringing. Children of primary school age are like seedlings. Their upbringing, whether right or wrong, depends on the upbringing of the school, family, environment, and society. It is advisable for primary school children to be taught the upbringing of school, family, and society in a perfect way. During the school year, children undergo a number of changes in their mental development. These characteristics mean that children differ from each other in their mental and intellectual abilities.

The younger school age lasts from 6-7 years to 9-10 years. Their psyche develops to the point where it is sufficient for learning. During this period, some important changes occur in the child's life and activities. A number of significant changes begin to occur in their psyche,



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mental and intellectual potential. The main reason for this is that children of younger school age move from the play activities of preschool age to learning activities. Therefore, in the process of going to school and sitting and listening in the lesson, children slowly adapt. During this period, the teacher is a certain mature person for children. Therefore, every educator needs to study the psyche, mental and intellectual potential, and family environment of children of this age, because in every family there may be naughty, crybaby or very cheerful children. The teacher needs to have an understanding of their psychological characteristics. It is difficult for a child who comes to school for the first time to fully understand himself and clearly understand his behavior. Only a teacher can set standards for a child, evaluate their behavior, and create conditions for adapting their behavior to others. In primary school, students accept new requirements and conditions set by the teacher, and also try to fully comply with their rules. From the first days of first grade, a child faces a number of difficulties that he must overcome. These difficulties include: mastering school life, creating and adapting to a new routine, joining a new class team for him, and accepting rules that limit his behavior. In such situations, adults, namely teachers and parents, must definitely help children. There are three main types of student activity at primary school age: physical, mental, and social activity.

Results and Discussion. Physical activity is a natural need of a healthy organism to overcome various existing obstacles to movement. At this age, children are extremely active. This physical activity is also associated with the child's interest in the surrounding objects and their desire to learn about them. Because a mentally healthy child is active, while a tired, stressed child is almost not interested in anything. Mental activity is the interest of a normally developing child in knowing objects in the surrounding world and human relationships.

Mental activity also refers to the child's need for self-knowledge. A child who comes to school for the first time faces a number of difficulties. First of all, it is difficult for them to obey a number of school rules. The most difficult rule for a primary school student is to sit quietly during class. Teachers try to make students sit quietly all the time, but only a student who is inactive, passive, and has little energy can sit quietly during class.

During this period, the child is biologically and psychologically ready to learn the basics of science. According to physiologists, by the age of 7, the child's cerebral hemispheres are developed to a certain extent. However, at this age, special parts of the human brain that are responsible for complex forms of mental activity such as planning, management and control have not yet been fully formed. (These parts of the brain develop at the age of 12.) The incomplete formation of the brain's control functions is clearly manifested in the behavior, organization of activities and emotional spheres of children of primary school age. In addition, the lack of motivation and volitional aspects in children, especially the lack of voluntary attention and memory, problems in voluntary control of behavior, in short, the lack of the formation of the "student position", in a word, has a negative impact on the successful mastery of children who are not ready to study at school. Educators and parents, when thinking about the benefits or harms of sending children to school early, should also pay special attention to the neurophysiological laws of human brain development. According to psychologists, the laws of mental and evolutionary development are as inviolable and universal as physical laws. Summarizing the above, it can be said that neurophysiologically, many brain processes necessary for voluntary attention and learning are mainly formed at the age of 7.8 (and even at the age of six in children with advanced mental age). That is, this child is ready for 45 minutes of mental work. In a 7-year-old school-ready child, the motive "I want this" begins to prevail

over the motive "I must do this". Mental stress increases in every student who enters the first grade of school. This is manifested not only in his physical health, but also in his behavior, for example, in a certain degree of increased fear, a decrease in volitional activity. Engaging in educational activities during the younger school period, including acquaintance with the various properties of material objects, affects the development of senses. In younger school-age students, the ability to distinguish, sight and hearing develop especially rapidly. Russian scientists have found that in children aged 7-10, the perception of color shades increases by 45%, and in children aged 10-12, by 65%. Teaching younger schoolchildren to draw has a significant impact on the development of color sensitivity.

Conclusion. In conclusion, it can be said that the main task of primary school education is to teach students to "read", to acquire knowledge. Under the influence of education, serious changes occur in the psychological development of children of primary school age. These changes prepare them for the transition to adolescence, which is a responsible period of their lives. It is no exaggeration to say that it is at this time that one of the greatest requirements is to conduct the lesson in an interesting way. Students are very active in interesting lessons. Therefore, we need to be able to direct them correctly. Conducting lessons using various methodologies and information technologies further increases the effectiveness of the lesson. If the teacher conducts the lesson process only through lectures, the students will become bored, get tired quickly, and ignore the lesson, and as a result, the student's knowledge level will decrease to a passive level. This is a bad situation for future generations. It is important for us that our young generations receive quality and solid education.

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