

Features of the Development of Cognitive Processes in Primary School Age Students

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Annotation:

This article deals with the development of primary school children, the development of their psyche and the peculiarities of the manifestation of cognitive processes in a child during learning, psychological difficulties that arise in thinking and their resolution, psychological changes that occur during primary school age.

Keywords: primary school age, school, student, psyche, activity, attention, perception, thinking, mental qualities, psychological crises.

INTRODUCTION

Today, special attention is being paid to improving the quality of education in general education schools, increasing the number of students and supporting teachers. In particular, at the initiative of the head of state, a lot of work is being carried out in this area based on the noble idea "a new Uzbekistan begins at the door of school." Even the head of our country, Shavkat Mirziyoyev, paid special attention to this issue, noting that "school is a matter of life, it is a matter of the future. It cannot be solved by the State, the Government, or the governors themselves. This should become a matter of duty for the whole society."

Indeed, if we look at the history of the developed countries of the world, we will see that their reforms aimed at changing the life of society began primarily with the education system, with the issue of kindergarten, school, and upbringing. Because without changing schools, it is impossible to change a person, a society. The foundation of education and upbringing is school. Preparing students for independent learning and self-development is the main task of today's school. For the development of students' thinking in the learning process, it is necessary to form the peculiarities of thinking.

The growth of a child, the development of his psyche and consciousness, growing up as a member of society are subject to certain patterns. The primary school age period includes the age range of 7-11 years. During this period, certain changes in the child's psyche can be observed. As soon as a child enters school for the first time, he begins to experience a number of psychological difficulties. At primary school age, a child's first step towards the school threshold is considered to be the beginning of educational activities in it. It is necessary to make this period interesting and touching for the child. Educational activity determines the volitional and stable features of the child's cognitive processes, the emergence of psychological difficulties in the development of intellectual qualities and thought processes.

LITERATURE ANALYSIS

The primary school age, as it is usually called in the psychological literature, includes the period from 6-7 years to 10-11 years. During this period, teaching is the leading activity. Therefore, we consider the development of cognitive processes in children of primary school age in connection with educational activities.

Cognitive processes, including the process of thinking and its development, are becoming important in the education of schoolchildren. Many well-known psychological scientists have done fruitful work in this area.

The Russian psychologist L.S.Vygotsky studied the inextricable connection in the process of developing the thinking of younger schoolchildren with the formation of concepts, as well as with the growth of speech. L.V.Zankov also developed his didactic system in order to develop the thinking of younger schoolchildren.

Judging by the long-term experience of Swiss psychologist Jean Piaget, students of this age cannot immediately understand the constancy of some signs that things remain unchanged. According to J.'s reasoning. Piaget, the way perception and thinking develop, is the most fundamental characteristic of this period.

METHODS

Younger schoolchildren have a well-developed involuntary type of attention, and control with volitional effort in the development of voluntary attention does not give a good result. The main reason for this is the weakness and instability of voluntary attention in them. At the same time, the voluntary conscious attention of younger schoolchildren manifests itself slowly, inextricably linked with educational motives. In the learning process, important prerequisites arise for the growth of the child's involuntary attention. The visibility, brightness, and attractiveness of the educational material in the elementary classroom can cause involuntary emotions in the student. It makes it easy to master the basics of science without straining your will. The variety of educational material has a positive effect on the centralization and stability of the concentration of his involuntary attention.

Children of this age differ sharply from people of other age periods in their accuracy, fluency, and clarity of perception. Due to the fact that they are devoted to everything and extremely attentive, they will be able to master important perceptual features. The reason for this can be explained by the predominance of the first signaling system in their higher nervous activity. A primary school student strives for a clear perception of novelty in any subject, object and event. He is attracted by the magical charm of the mysterious world of the environment. A negative feature of primary school students' perception is that when distinguishing objects, they often perceive the studied material ambiguously, even incorrectly, as a result of which they cannot fully imagine the difference in the spatial arrangement of exactly similar letters, words, images of objects, and shapes. It is obvious that the ability of younger students to accurately perceive is severely limited.

The thinking of younger schoolchildren at the initial stages of primary education is mainly concrete, imaginative, they practically reflect on what they directly see and hear, perceive as a whole. Therefore, children of this age cannot mentally analyze and synthesize how many phenomena and events occur, their interrelationships that they have not yet seen or perceived, and draw the right conclusions from them. In addition, students at this age cannot imagine exactly what the consequences of their actions and deeds are and what follows from it.

To increase the productivity of memory, self-control is necessary in the learning process, checking the repetition of the material for memorization, and productive use of the exercise. If students are not taught methods of memorization and recall at primary school age, they stop for a long time on direct repetition of the material.

The imagination of younger schoolchildren is formed through the influence, demand, opportunities and conditions of their educational activities. The child's imagination is created by impressions of the surrounding world with clarity, sufficient reflection of works of fine art. Images, paintings, drawings, conventional signs, symptoms of the unknown, landscapes of nature, spatial representations are concentrated, and the imagination of students arises. Restorative imagination, which is inextricably linked with the creation of familiar images, is of particular importance in the child's spiritual world. In the process of education, bright, clear, visual, imaginative images of children turn into a specific event with the help of imagination. Educational activity creates for a younger student the opportunity not only for a high level of cognitive development, but also for the development of personal characteristics.

RESULT

From the very first day of school, contradictions arise in the development of a child of primary school age. At the heart of all this are contradictions between the level of mental maturity in a child and the requirements for positive qualities. Increasing demands require continuous mental growth of the child, and as a result of the continuous movement of this closed chain, the development of human adulthood occurs.

In the process of learning in elementary grades, students sometimes use the method of emotional - visual or empirical generalization, and this work is necessarily performed in accordance with the requirements of the assignment. When there is a need to group and classify things and phenomena, it is often also recommended to use these methods.

The interest in the content of learning and the acquisition of knowledge is inextricably linked with the students' sense of satisfaction with the result of their own intellectual work. This feeling manifests itself in the teacher's stimulation and forms the student's desire to work more effectively. The pride that a child develops serves to consolidate these skills. It is only when competition and punishment are in moderation that their educational effect increases. Evaluating the performance of younger students is important for forming a positive attitude towards learning.

CONCLUSION

As a conclusion, we can say that such traits as trustfulness, openness, susceptibility to external influences, and obedience present in children of this age provide good opportunities for their upbringing as individuals. The period of primary school age can be considered the period of the emergence and consolidation of the basic personal qualities that determine the success of a child in various types of activities. For the formation of independence, it is extremely important to trust and trust the child more in what he does on his own.

In primary school age, the main activity of a student is reading. Playing together as an effective method increases his interest in reading. This, in turn, will pave the way for choosing a profession. Each leading pedagogy is aimed at shaping students' worldview, independent thinking, and interest

in the sciences through our skillful methods. With favorable learning conditions and a sufficient level of mental development of the child, prerequisites for theoretical consciousness and thinking arise on the basis of educational activities. At school, in the new conditions of life, these acquired reflexive abilities serve the child well in solving problematic situations in relationships with teachers and classmates.

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