

IMPROVING THE MENTAL ACTIVITY OF ELEMENTARY SCHOOL THROUGH VARIOUS METHODS

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Abstract:

A brief overview of methods aimed at increasing the mental activity of children is presented. Due to the decline in mental potential in modern schoolchildren, this problem is currently relevant for medical workers, teachers and psychologists, who offer their own ways to improve mental activity: preventive medication, stimulation of the vagus nerve, psychocorrectional methods, various pedagogical techniques education and training. However, in real learning conditions, the proposed methods for increasing mental activity are ineffective, which forces teachers to look for new approaches to solving the problem. The method of increasing the mental performance of children must be comprehensive and include medical, psychocorrectional (taking into account the child's main representative system of information perception) and educational aspects.

Keywords: *way, increase, mental activity.*

INTRODUCTION

Currently, increasingly high demands are placed on a child's mental abilities. This is due to the high rate of scientific and technological progress and the constantly increasing volume of information. The school education system is changing significantly, new school programs and textbooks are being introduced, teaching methods and techniques are becoming more complex, program material is expanding to provide learning opportunities in accordance with the inclinations and abilities of students, new academic subjects and electives are being introduced, from - negatively affecting the intensity of the training load. In such learning conditions, a modern schoolchild must not only have well-developed intellectual characteristics, but also have the ability to carry out certain mental activities with the required quality in a certain time interval.

MATERIALS AND METHODS

The problem of increasing the mental activity of modern schoolchildren is so relevant that it is one of the priority tasks not only for teachers, but also doctors, parents, psychologists, hygienists and other specialists, each of whom offers various ways to improve mental activity of schoolchildren.

There are a large number of works where researchers have identified the dependence of the mental performance of children on the lack of iodine in the body. In endemic areas, children and adolescents are the most susceptible population to the consequences of iodine deficiency. They have various iodine deficiency diseases, including retardation in mental and physical development [1].

RESULTS AND DISCUSSION

A method and device for health improvement and associated interdependent development of a person's physical and intellectual abilities are proposed. The method is based on a motivational basis by assigning spatial movements to the spine and other parts of the musculoskeletal system through selected physical exercises, which are supplemented with various intellectual tasks. The results obtained from tasks form the motivational and/or stimulating interest of a person's work [2].

The disadvantage is that the method offers a direct effect on the somatic state of the body through various exercises, the dubious positive consequence of which is the improvement of a person's intellectual abilities. In turn, such intense intellectual tasks are not capable of long-term activation of the mobility of nervous processes, but only lead to their fatigue.

There is a way to develop a person's intellectual abilities, which includes the stage of attention development, the stage of speed reading development and, additionally, the stage of mental exercise, aimed at activating and accelerating mental processes and the stage of developing abilities for non-standard thinking. All stages are carried out during one lesson in such a sequence in which each subsequent new exercise differs from the previous one in terms of stimulus material and the problem being solved, and in the subsequent one, depending on the specific implementation of the learning process, exercises with increasing the degree of complexity. Each lesson includes three stages of alpha training, with the first stage of alpha training aimed at setting the student up to perform subsequent exercises and inducing positive motivation in him. The intermediate stage of alpha training is aimed at rapid recovery of the student in the process of training and relieving fatigue. The final stage is aimed at relieving students' fatigue and creating positive motivation to continue studying [2].

The method has not found its mass application, since it requires an individual approach, which is not acceptable in the practice of teaching children at school. At the same time, studying is always stressful in nature, which requires the complex influence of various factors aimed at increasing mental performance.

G.A. Pentegova proposes subjectivization as a way of teaching in mathematics lessons, aimed at developing the student's intelligence, and in particular, logical thinking. She gives an example of some complex tasks, and as a result of repeated changing and more complex exercises, the child's mind, according to the author, becomes sharper, and he himself becomes smarter [3].

Other authors suggest that people with a dominant right or left hemisphere should be taught differently in schools in order to increase their ability to remember [4].

Some psychologists argue that the development of children's intelligence is influenced by the style of family education and the child's communication with adults. V.N. Druzhinin interprets the "paternal" and "maternal" psychogenetic effect from the perspective of the influence of the family environment on the development of the child's intelligence. The main mechanism is the imitation of a significant, emotionally close adult with the latter's emotional support for the child's activity [3].

However, in real learning conditions, the proposed methods for increasing mental activity are ineffective, which forces teachers to look for new approaches to solving the problem.

CONCLUSION

Thus, today the problem of increasing the mental activity of children remains unresolved. However, it is increasingly clear that the method of increasing the mental performance of children must be comprehensive and include medical, psychocorrectional (taking into account the child's basic representative system of information perception) and educational aspects.

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