

PSYCHOLOGICAL CHARACTERISTICS OF COGNITIVE FIELD DEVELOPMENT IN PRIMARY CLASS STUDENTS

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ABSTRACT

This article is devoted to the topic of psychological peculiarities of the development of conative sphere in elementary school students. The text of the article covers issues such as elementary school age, preparation for elementary school, students' cognitive abilities, developmental features of knowledge processes, leading activities, game activities, communication skills and group relations skills, attention and its manifestation, information acquisition at the elementary school age.

Keywords: school, student, teacher, primary class, motivational training, interest, development, age, emotional sphere, cognitive sphere, psychological processes, attention, memory, will, adaptation, ability, talent.

It is known that the junior school period is characterized by the 7-11 age stage, during which the psychological development of a person, the formation of social and moral qualities takes place. In psychology, this period is characterized by:

- The family plays a leading (dominant) role in meeting the material, communicative and emotional needs of the child;
- The school plays a leading role in the development and formation of socio-cognitive interest;
- The child's ability to resist the negative effects of the environment increases, while maintaining the basic protective function of the family and school. There will be a change in social status. Peculiarities of elementary school age are studied in pedagogical psychology. Y. Y. Alekseeva, at this age, educational activities are mastered, voluntary mental function is formed, reflection occurs, self-control is differentiated, activity is related to the internal plan. Adaptation to each field of primary school education is not formed in a child immediately, it takes some time to learn. If the main activity of preschool children is play, after entering school, learning activities play a decisive role. Due to this, the child's mental development undergoes great changes. In addition, he states that psychological support is needed to get used to the environment, to communicate with the teacher and peers.

Elementary school students do not know how to complete a task for a long time. They want to memorize the assignment. This happens not because they have a lot of flexibility to remember, but because they are not yet ready to learn, because no one has taught them how to work. According to A.G. Asmolov, first of all, the child looks for the person who is responsible for completing the task, the child himself. Second, the task is not given as a search for answers. An example is given to perform it, for example, a text is given for memorizing a poem. Editing of this text is not allowed. Based on the same text, the child memorizes it. A child's educational activity, i.e. solving a problem, helps to develop their cognitive activity. So, the action consists of individual actions and directs to achieve the set goal.

According to B.S. Volkov, the purpose of a student's math homework is to calculate. In this case, the main motive is different, that is, someone is trying not to offend his mother, someone is trying to get a "five" grade or to finish the task faster and go play with his friends. In all three cases, the meaning is formed differently for the child to solve the mathematical problem. Therefore, means of action can be represented by the following system: "motive-action-action", "goal-action", "controlled action-action-operation", etc. Therefore, depending on the impact on the structure and development of the activity of the elementary school student, the external plan is implemented on the basis of the internal plan. Teaching activities in primary grades will be leading. It is also considered the period of systematic formation of this attention process

The child receives the teacher's attention as a reliable performer. In this regard, conditions are created for making correct decisions by primary school students, their attention is activated. But neither the teacher nor the parents should forget about the possibilities of the child. School attendance has a strong influence on the development of attention in cognitive activity. The child asks adults: "Are you not moving at all?" hears the word. But he does not understand the meaning of the word "act". Therefore, he does not know where to direct his energy. The younger school age is a mature member of human society. After the child enters primary school, the urgent problem facing all school staff is to increase the effectiveness of learning and teach the student not only to acquire this knowledge, but also to think independently, and many other questions arise. In the psychological and pedagogical literature, many methods and principles are proposed that affect the effectiveness of training in subsequent years.

Here we recall the sociogenetic law of cultural development of L. S. Vygotsky: - The forms of behavior of the previous generation are repeated in the course of the development of the child. In other words, what is called internal, social external development is obtained through relations between people. As a result of this logic, we are looking for a source of pedagogical skill in the teacher and the student, the individual initiative of the student, coordinating between the adult and the child. According to O. O. Gonina: - If there is a teacher, if he wants to teach them to read, he must not only give knowledge, but also develop skills and abilities. One of the main problems of modern child psychology is the problem of the mental development of younger students. The objectives of a series of observations that study the development of the child's psyche are:

1. Creation of tasks that require solving problem situations;
2. Determining the level of the conservation principle before training;
3. Examine the relationship between the evaluation of objects and verbal thoughts in front of an impressive scene.

Psychologists and educators N. Leites, A. Lyublinskaya, Ya. generalizations, comparisons, etc. formed. At the same time, the necessary basic skills begin to appear, such as evaluating actions, the ability to draw conclusions, and express one's opinion. Another important feature of younger students is their high emotional state. A word spoken live, a movie watched, a book or a fairy tale read, attracts children and evokes a response in their hearts. Children of this age are distinguished by easy obedience to what is said, they are easily influenced by adults, especially the teacher. Primary school students usually perform various tasks accurately and show great perseverance in their work. It is very important to build a system of setting goals by praising

children for their achievements, to control the quality of its implementation and to form cognitive activity.

The acquisition by the child of his own behavior and mental activity is carried out in the process of mastering these methods of movement. So, the task of the teacher is to teach younger students to listen to the teacher, observe, read the textbook, memorize the meaning, remember what they read, analyze and solve problems, listen to the teacher. consists of interest in studying the material in a notebook, etc. must be armed.

The biological and physiological characteristics of the child play an important role in the formation of cognitive activity. S. G. Khoroshavina, taking into account the functional asymmetry of the cerebral hemispheres, believes that one of the hemispheres works in a person, therefore some people are more inclined to the exact sciences, while others are more inclined to figurative thinking. ZI Kalmykova divides people into those with a developed left hemisphere of the brain, a developed right hemisphere and equally developed both hemispheres. In medicine, biology, psychology and other disciplines, left-brained children constantly, verbally, according to the laws of unambiguous logic, according to the position of transition from the particular to the general, and right-brained children can receive their information. Receives information according to the laws of many-valued logic Perceives discretely Therefore, children with a dominant right hemisphere are closed by the learning process during the period of receiving information, and the children of the second group are formed on the basis of learning. In general, in the process of primary education, students should be able to read correctly, freely, quickly and clearly, correctly summarize their thoughts in oral and written form, and at the same time, mathematical calculation - they are taught to compose books. In addition, at this stage of training, they are given some concepts about nature. In the process of learning, children increase their enthusiasm, interest and love for art, develop their creative abilities, musical sense, and the ability to feel aesthetics.

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