

Pedagogical and Psychological Determinants of the Development of the Attention of Primary School Students

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Annotation: in this article, the tasks of the educational process for the development of the individual in one whole form, the fact that the question of the formation in a person not only of mental, but also of competence and competence is a process in one whole, the task of the teacher in structuring the feeling of interest in the student, ensuring the mutual unity of, it is said that the development of the child's psyche is a process that is extremely complex and has contradictions, the unevenness of the development of the psyche can occur at all periods of life, attention is paid to the study of the characteristics of attention in the life of the child, its role, importance, attention to children of small school age.

Keywords: attention, cognitive processes, competence, pedagogical ability, psyche, thinking, concentration of attention.

Entrance part. As the Republic of Uzbekistan continues to strengthen its independence year after year, the backbone of this country, its future, depends on the fact that today's generation grows up to be a competent mature person with an educated, educated healthy spirituality. The science of psychology and its methods play an important role in improving the psyche, feelings of a person, independent participation in the process of education and upbringing, internal experiences, the effectiveness of self-formation as an active person. Since the process of education and upbringing is instilled in the child from youth, so that the future generation, growing up, cannot find its place in every aspect of social life, in order for it to be a harmonious generation, whose knowledge and profession benefit our neighborhood, city and country, all participants in the educational and educational process should work hard together. One of the pressing issues is the fact that the teacher can focus the attention of students in the implementation of educational activities. Today, a teacher is obliged to be an active participant in order to be able to provide students with good knowledge, organize the course process well and be able to fully carry out his task, be a connoisseur of his profession and organize the course process.

The relevance of the article is known that a person develops in one whole form. The task inherent in one whole educational process forms in a person not only mental, but also competence and competence. The process, which is in one whole, composes the feeling of interest in the reader. In ensuring the mutual unity of tasks in the formation of personality, first of all, the unity of purpose, means and observed results is also implied. In expanding the scope of thought of a small school student, the role and importance of the extent to which cognitive processes are developed in him is great. The development of the child's psyche is a process with extreme complexity and contradictions, as in any other development, in which quantitative changes lead to qualitative changes, transitions, "jumps" [1]. For example, the gradual increase in vocabulary in a child leads to the acquisition of the grammatical construction of the language, and the multiple repetition of certain behaviors and behaviors ends with the formation of certain skills, habits, strict characteristics in an individual. To the most general laws of the development of the child's psyche, firstly, the integration of consistency, that is, the initial diffuse psychic States of the child, to the stable psychic qualities of the individual, to the integrated worldview of certain-certain views on certain phenomena; secondly, the uneven development of certain processes, functions and qualities in the child's personality; thirdly, some The integration of the child's psyche is clearly manifested, for example, in the formation of observability on the basis of a complete perception of

individual objects and phenomena, and hard work on the basis of the loving fulfillment of certain labor tasks.

- The unevenness of the development of the psyche can occur at all periods of life. For example, in preschool age, especially speech, interest in knowledge in adolescence, logical (logical) thinking in early youth, etc., intensively develop. According to the determination of a number of psychologists, the main internal driving forces in the development of the child's psyche are primarily the following:
 - ✓ old, that is, conflicts between the opportunities already achieved and the new needs;
 - ✓ conflicts between old and new forms of behavior;
 - ✓ Conflict between the meaning of real life and its forms of reflection in the child's mind[2]. Let's briefly dwell on the listed contradictions and give examples.

A child who has just given birth will have orienting reactions to new triggers. On the physiological basis of these, qualities such as curiosity, interest in knowing, the desire to add everything known to oneself within the framework of personal activity develop later. The behavior and behavior of the child, usually initially imitative in nature, means that he copies the behavior and behavior of adults.

Thus, the psychic development of the child is the improvement of the processes and characteristics that exist in the individual. Also on their basis is the formation of new, more elevated qualities and properties. Attention is an important and necessary condition for the effectiveness of all types of human activity, first of all, labor and educational activities. The attention of students is one of the main conditions for the successful organization of the educational process. About the role of attention in education, The Great Russian pedagogue K.D. Ushinsky "... attention is such a door through which all that is in the soul of a person from the outside world enters through this door," he wrote. It is understandable that teaching children to keep this door open is a work of primary importance. There are special features of attention: stability of attention, concentration, dynamics of performance from this sentence.

Attention in children begins to develop very early. Even if no symptoms of attention appear in one to two-week-old babies, from a little later, that is, from the child's one-month period, the symptoms of voluntary attention begin to be evident/ that means that during the child's one-month period, his attention begins to be involuntarily attracted by all sorts of strong triggers (such as hard sound, excessive light). Two-to three-month-old children, on the other hand, begin to be snappy (preying on the sound of snoring). [3] Bright (shiny) colored things also involuntarily begin to attract the attention of children of this age. The more colorful the object in the child's eyes, the more attention the child pays to it. The attention of my child of pre-kindergarten education age is characterized by being extremely unstable. For example, if you give a child a new toy he will begin to see the toy very interested. But at the same time, when you show another toy, you throw the first toy and plunder it into the second. The instability of the attention of children of flat age is due to the weakness of braking processes in them yet from the point of view of Physiology. The braking process cannot stop the excitation process from spreading widely. That's why my little one's attention keeps getting distracted from one thing to another. The extremely unstable attention of children in early childhood is also associated with a very small number of living experiences. Since everything seems new to children, connect your attention from one thing to another is often distracted. The child is also distracted by the fact that the object in front of his eyes itself seems very interesting to the child. In children of early childhood, the division of attention is very weak, and the scale is narrow. Children of this age can focus only on something that is clearly visible to their eyes. The role of speech in the development of children's attention in early childhood is very large. The fact that the child's tongue comes out and begins to occupy speech, in addition to communicating with older people, also gives the opportunity to fulfill their instructions. As we have already said, young children are very fond of looking after their adult, interfering with the labor of connecting as much as

possible. Your elders willingly fulfill their requests and assignments, perform simple self-service chores with interest, try to look after their father's household chores. That's all, it requires a certain level of concentration and focus on a specific goal. This provides the basis for the development of voluntary attention in children. From kindergarten age, children begin to develop voluntary attention. However, involuntary attention prevails in young kindergarten children. New-new interests that appear Day by day in kindergarten children of a small age, the variety of game activities gradually improve involuntary attention in them. In kindergarten, situations such as obedience to the procedure required by the team, unconditional fulfillment of the rules of the game, endurance of the tasks of the senior, diligence develop an optional type of attention in children of kindergarten age. The role of the game in the development of voluntary attention in children is very large. Because during different games, children gather their attention in one place and promote a certain goal with their own initiatives. They themselves independently choose the direction of the game based on what rules. In order not to deviate from the rules of the game, they seek to adapt their actions to the rules of the game and also monitor the actions of their fellow participants in the game. In such games, involuntary attention is actively involved, as well as voluntary attention, consequently, creating conditions for the game of calming. It should also be borne in mind that voluntary attention is associated with willpower, which is why often children cannot independently organize this type of attention on their own. In the early stages, it is necessary to develop an optional type of attention by asking various questions and assignments. In children of kindergarten age, certain features of attention, namely the strength and stability of attention, also begin to gain content and rise. We can know this from the fact that you can not have children (in particular, medium and large groups of children) sit on one job for a long time, play some games for hours without getting bored, sit with endurance in educational activities. In children of early childhood, the division of attention is very weak, and the scale is narrow. Children of this age can focus only on something that is clearly visible to their eyes. The role of speech in the development of children's attention in early childhood is very large. The fact that the child's tongue comes out and begins to occupy speech, in addition to communicating with older people, also gives the opportunity to fulfill their instructions. As we have already said, young children are very fond of looking after their adult, interfering with the labor of connecting as much as possible. Your elders willingly fulfill their requests and assignments, perform simple self-service chores with interest, try to look after their father's household chores. That's all, it requires a certain level of concentration and focus on a specific goal. This provides the basis for the development of voluntary attention in children. From kindergarten age, children begin to develop voluntary attention. However, involuntary attention prevails in young kindergarten children. New-new interests that appear Day by day in kindergarten children of a small age, the variety of game activities gradually improve involuntary attention in them. In kindergarten, situations such as obedience to the procedure required by the team, unconditional fulfillment of the rules of the game, endurance of the tasks of the senior, diligence develop an optional type of attention in children of kindergarten age. They themselves independently choose the direction of the game based on what rules. In order not to deviate from the rules of the game, they seek to adapt their actions to the rules of the game and also monitor the actions of their fellow participants in the game. In such games, involuntary attention is actively involved, as well as voluntary attention, consequently, creating conditions for the game of calming. It should also be borne in mind that voluntary attention is associated with willpower, which is why often children cannot independently organize this type of attention on their own. In the early stages, it is necessary to develop an optional type of attention by asking various questions and assignments. In children of kindergarten age, certain features of attention, namely the strength and stability of attention, also begin to gain content and rise. We can know this from the fact that you can not have children (in particular, medium and large groups of children) sit on one job for a long time, play some games for hours without getting bored, sit with endurance in educational activities.

Methodology. N. aimed at assessing the educational motivation of elementary students to test the attention of elementary students. G. The methodology proposed by Luskanova is also aimed at

determining the emotional reaction of children to educational motivation, attitude towards school, the situation with reading. The following questions have taken their place in this methodology: do you like school or don't like it much? Do you wake up in the morning and always happily come to school or often want to stay at home? Would you go to school if the teacher said that those who want tomorrow may come and those who want it may not come? Do you like not having a lesson? Would you like your homework to be gone? Would you only want a break at school? Do you tell your parents a lot at the school Judge? Would you like another more loving teacher to replace your teacher? Do you have a lot of comrades in class? Do you like your classmates? This questionnaire can be applied individually as well as in a group. Each method, each didactic game has its own place and effect, of course. The only difference is that a skilled educator needs to know when and to which students the master of his work applies these techniques.

Empirical analysis: N.G. Analysis of the results of luskanova's methodology "flow motivation assessment"

Training motivation is high. Such children are characterized by the fact that their motivation to know is strong, striving to do all the tasks well. Academic motivation is moderate. Such a group of students is formed from children whose educational activities have been carried out much more successfully. The attitude towards school is positive, but the child is interested in those parties that are not related to reading more. Such students feel good at school, but go to school mainly to talk with comrades, teachers, have beautiful educational tools. Training motivation is low. Such children do not want to go to school, engage in idle things in classes and play. There is a negative attitude towards school, lack of adaptation. Such students find it difficult to carry out educational activities, have problems in relationships with peers and teachers, in which, in some cases, there is a violation of neuromuscular health.

The questionnaire can be applied in two ways. Method 1. The questions are read and broadcast by The Examiner and the answer options are provided, the children write down the answer of their choice. Method 2. Questions each garden is distributed separately in written form, Children determine the appropriate answers.

So, the student's attention controls all mental activities in him, and it is the teacher's task to attract him to the lesson. But by transferring a strong concentration of attention to a much easier, much more interesting type of action, it is useful to replace it with an extreme interest in students to work that requires less tension or requires excellent attention." The fact that some students are left behind from Class, unable to master class lessons well is not due to their lack of intelligence or memory, but to their lack of attention. For this reason, it is necessary for the teacher to consider a stagnant accumulation of students' attention in one place in the lesson.

In place of the conclusion, attention is of great importance in the field of Education. Because all processes such as thinking, storage in memory, perception occur due to attention. Successful mastering of reading material in the lesson is determined, first of all, carefully. In the study, the pedagogical-psychological factors of the development of the attention of primary students and methods of their influence are studied in detail, as well as the role of scientific methodologies in the development of attention in the group of students of a small school age. The results of this research work and the developed training program will be applied to the educational process of Bukhara State University and the pedagogical and psychological service process of regional secondary schools. The practical significance of the results of the study is explained by the fact that from the data obtained it serves to theoretically enrich the educational process in a general secondary educational institution, in the process of developing the attention of primary students, in determining the individual psychological characteristics of students of a small school age, scientific ideas for the formation of the child's.

It would be advisable to use the methods mentioned above to develop the attention of elementary students.

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