

**“PSYCHOLOGY OF YOUNG SCHOOL AGE CHILDREN”**

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**Abstract:** *The article provides information on the development of psychological characteristics of children of primary school age. In particular, the article covers information on the psychological changes that occur in children of primary school age during their preparation for school.*

**Keywords:** *Junior school age, Personal preparation, intellectual preparation, preparation for educational activities, motor readiness, mental activity.*

Children of primary school age are children aged 7 to 12 years old, and they are considered primary school students. During these years, important changes occur in the child's life and activities. Consequently, significant changes occur in their psyche. A child's entry into school is a turning point in his life. As soon as a child enters school and starts studying, the main activity in his life becomes studying.

At school, the child systematically receives news, which is a source of knowledge on various topics that students are gaining day by day. As a result of the child's systematic assimilation of knowledge, the scope of his knowledge expands, mental processes develop, and at the same time the emotional-volitional characteristics of the child begin to be reorganized and developed. The educational process at school itself places new demands on the child's intuition, perception, thinking, speech, and attention.

Along with the various interests of young students, individual interests also begin to emerge. Some students are more interested in art, while others are fond of music. One of the important characteristics of a child of primary school age is the presence of specific needs. These needs, by their nature, are not only aimed at acquiring certain knowledge, skills and abilities, but also at reflecting the desire for

learning.

Children of primary school age are easily distracted, cannot focus on one thing for a long time, are impressionable and emotional. There are mainly three types of activity of a student of primary school age: physical, social and mental activity. Physical activity is a natural need of a healthy organism to overcome various existing obstacles to movement. Mental activity is the interest of a normally developing child in knowing objects in the surrounding world, human relationships. The successful study of a child in school largely depends on the level of their readiness for school. The readiness of a child to study at school includes the following:

Personal readiness - the level of development of the motivational sphere. . the presence of interest in knowledge. the desire to occupy a special place in the system of social relations, the performance of an activity that is valued as important - being a student; Intellectual readiness - the ability to find a target in the environment, the presence of a reserve of knowledge; a certain level of development of perception and visual-figurative thinking. The level of generalization - the ability to distinguish and generalize objects and phenomena. Motor readiness - fine motor skills; the ability to perform large movements (hands, feet, body); Preparation for educational activities: the ability to listen attentively to adults and accurately follow their instructions. Independent completion of tasks; starting to complete the task without paying attention to distracting factors.

During this period, first of all, the development of inner life begins in the cognitive sphere, and then in the emotional-motivational direction. Development in one direction or another passes through stages from figurative to symbolic. When we say figurative, we mean the ability of children to create various images, change them and freely move them, and when we say symbolic, we mean the ability to work with a system of signs (mathematical, linguistic, logical, etc.). Educational activities provide an opportunity for children of primary school age to satisfy their need to achieve certain achievements in learning, as well as to take their place among their peers.

It is precisely in order to achieve this place or position that the child strives to study well. Children of this age constantly compare their achievements with the achievements of their peers. It is extremely important for them to always be the first. The motivation to compete in children during the primary school period is considered a natural psychological need, and this motivation gives them strong emotional tension. These characteristics actually begin to emerge from kindergarten and are clearly visible in the primary school period, as well as in adolescence.

Children of primary school age evaluate themselves based on the opinions and assessments of adults about them. In addition, the student's self-assessment also depends on their success in various activities. The self-assessments of primary school students can be different - high, adequate - suitable or low. The characteristics of children of this age such as trustworthiness, openness, susceptibility to external influences, and obedience create a good opportunity for their formation as individuals. The transition from management to self-management is extremely important during primary school.

Industriousness in younger school-age students is mainly developed and strengthened in study and labor activities. Younger students cannot immediately master and master the necessary movements and actions, they make more unnecessary and confused movements. In order to perform various work actions in the labor process, such as sewing, knitting, dressing or planing boards without difficulty and somewhat smoothly, it is necessary to clearly know and remember what actions are required in each work and how these actions are performed. As a result of repeated repetition of movements and practice, unnecessary and confused movements that occur in younger students disappear.

The moral consciousness of primary school students undergoes significant changes during their studies in grades I and IV, and moral qualities, knowledge, and imagination are significantly enriched. In educational activities, the child, under the guidance of a teacher, learns to act on the basis of human traditions, exercises his will to achieve educational goals. Educational activities require the child to develop speech, attention, memory, imagination, and thinking to the required level, creating

new conditions for the development of the child's behavior. The primary school period is a period of transition to conscious and voluntary behavior. The child actively learns to self-manage and organize his activities according to set goals. The emergence of new forms of behavior in the primary school period is directly related to educational activities. No teacher would require a child coming to school for the first time to solve arithmetic examples and problems that they did not teach, but unfortunately, many teachers require them to study diligently, be organized, responsible, and strictly follow the rules.

However, these skills appear only after the teacher has taught certain habits and skills. Therefore, the importance of the teacher's personality and the style of interaction with the student, which are the leading educational activities in the development of younger school-age students, is very great. The feelings of younger school-age students are manifested and developed in their activities. Younger school-age students are able to evaluate the results of each of their activities. A grade can bring out feelings of satisfaction and dissatisfaction in a person, and these feelings encourage the child to study well. Sometimes negative feelings caused by receiving a low grade can deepen and become a character trait of the child due to the incorrect reaction of the teacher and constant reproaches and criticism from adults. One of the main feelings that helps elementary school students receive positive feedback for their work is intellectual feelings.

Feelings associated with a person's mental activity are called intellectual feelings. Intellectual feelings include interest in knowledge, feelings of surprise and amazement, feelings of confidence, distrust and doubt. Involuntary attention is high in young students. However, studying at school has a strong influence on the formation of voluntary attention in students in the first year. This type of attention, according to B.T. Annoev, "... is a product of the joint activity and upbringing of children with adults. A better development of voluntary attention depends on the upbringing of perception and thinking in school-age children." K.D. Ushensky has been extensively involved in the issue of voluntary attention in young students. He did not agree with the views of some educators that, relying on the advantage of

involuntary attention in young students, the entire learning process at school should be organized only in an interesting and fun way. Therefore, the importance of personal and socio-psychological preparation for a child's rapid adaptation to school and successful study is also very great. During this period, children begin a new personal life, first in the cognitive sphere, and then in the emotional-motivational direction.

The second feature of the development of memory in young children is the significant changes associated with the development of abstract thinking in them. A child's successful study at school largely depends on their level of school readiness. First of all, the child must be physically ready for school. The anatomical and physiological development of 6-year-old children proceeds in a unique way. At this age, the child's body develops rapidly. Its weight increases from 150 to 200 grams per month, and its height increases by 0.5 cm. 6-year-old children can run at different speeds, quickly and easily. They can also easily perform such movements as jumping, skating, skiing, and speaking. In music lessons, children of this age perform a variety of rhythmic and plastic movements, are able to perform various exercises accurately, quickly, easily and dexterously. In addition, it is extremely important to strengthen the nervous system of 6-7 year old children, to relieve them of chronic diseases, to pay special attention to their vision and hearing, as well as to ensure the proper development of the spinal column.

Thus, the younger school age includes children aged 7-12. During this period, reading becomes a leading activity, the teacher's word is sensitive for the child. Intellectual reflection is a new psychological structure that has emerged during this period. In conclusion, we can say that through this article, we have no doubt that you will receive spiritual nourishment. Through the article, you will learn about the psychological characteristics of the child's main activity at the time of entering school, that is, at a turning point in his life. If through this article you strengthen your knowledge of the psychological, physiological, and individual interests of children of younger school age, this will be our achievement.

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