

# Psychology of preschool and school-age children and their study

**Khojayeva Nozima Kadamboyevna.**

Urganch State University. Faculty of Pedagogy, student of preschool education.

**Abstract:** The article talks about the psychological changes of children of junior school age. According to it, the child's adaptation to school and the period of mastering science in the educational process, as well as the impact of psychological changes in the process of adapting to a new environment, are considered.

**Key words:** junior school period, analytical-synthetic activity of the brain, ability, perception, attention, memory, thinking.

Going to school is a big event in children's lives. School life opens up a new world to children. Significant changes begin to occur in the mental development of elementary school students. It is necessary to ensure the child's activity, to teach active, creative and independent thinking, to constantly strive to reach the level of ability, to form opportunities in him. They are familiar with the requirements for school students. By this time, the motive "I want this" prevails over the motive "I must do this". He is biologically and psychologically prepared to learn the basics of science. His psyche develops to the level of learning.

Student activity at junior school age is divided into 3 types: 1. Physical activity - activeness 2. Mental activity - interest in knowing the environment and oneself

3. Social activity - the expansion of the circle of social relations, the rear of social floors

Elementary school students are active in activities, they don't get tired of running, but they quickly get tired of writing exercises. Therefore, there should not be too many written assignments in grades 1-2. Early school age is a period of transition to conscious and voluntary actions. In this period, the emergence of new forms of behavior is related to educational activities. New skills and abilities are adapted by the teacher. The ability to act voluntarily is formed during the entire junior school period.

Daily challenges. An elementary school student has to learn a new routine regarding class and homework. For this, adults must explain the new requirements to the child and monitor their fulfillment.

Difficulties with self-awareness and discipline. It is from this time that children begin to develop self-awareness. Therefore, it is appropriate to start teaching children in a systematic way from the age of seven. A child of elementary school age has an emotional relationship with his teacher. Until this time, he has been learning this or that information under the guidance of adults, but now he wants to collect the necessary information by his own will, and has a clear goal in front of him. and tries to set a task. The ability to independently overcome such difficulties is achieved by gradually and regularly explaining the material from simple to complex, engaging children in reading activities, making lessons interesting, emotional and imaginative. not determined by the general development level of the child's personality.

First, students must acquire reading, writing, and arithmetic skills, and acquire a large amount of knowledge in arithmetic, mother tongue, history, geography, and natural science, rather than the elementary foundations of geometry.

Secondly, the child's level of knowledge and interest in learning expands and develops.

Thirdly, the development of cognitive processes, mental development occurs.

Under the guidance of the teacher, the child acquires the content of various basic forms of human consciousness in educational activities and learns to act on the basis of human traditions. he practices for sh. A child of junior school age differs from children of other ages with clarity of perception, purity, accuracy, sharpness, curiosity, brightness of imagination, strength of memory, clarity of thinking.

Perception. Children of junior school age are distinguished by the sharpness of their perception. The perception of students is different from the fact that they are given to specific knowledge as an audience. Due to the relative predominance of the first signaling system, visual-image memory is more developed in

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children of primary school age than the so-called verbal logic memory. The perception of the student of this age is directly related to his behavior, play and work.

Attention - the main features of the attention of students of junior school age are voluntary weakness, the ability to adjust and control attention with will power is limited, the attention of students in the first and second grades is not stable enough. 3rd and 4th graders can stay focused throughout the lesson. But short breaks during the lesson are also useful for them.

Memory - in children, visual memory plays a more important role than logical memory, because the first signal system is dominant. During the learning process, students develop logical memory by memorizing and recalling the content of educational materials, the scientific basis of various considerations. Its development largely depends on the level of mental activity of students.

Thinking - By this period, the child's thinking also develops a lot. One of the characteristics of the thinking of students of junior school age is not noticing the permanence of some features of things. This feature of children's thinking was studied by J. Piaget from Switzerland. The ability to generalize based on the properties and laws of things and events begins to form later. For a long time, children have difficulty distinguishing between important and unimportant properties of objects. Therefore, it is necessary to teach the correct generalization of the concept.

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