

Psychological Characteristics of Primary School Students of General Secondary School

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Annotation: The article discusses the psychological changes of primary school students during the period of schooling, the role and responsibility of teachers, parents and relevant state bodies in their systemic formation, as well as psychological changes in children. the ability to respond to changes in the environment and society.

Key words: motivation, attention, speech, intuition, perception, imagination, memory, thinking, emotion.

With the advent of the school, the lifestyle of children, their duties and responsibilities change. Their psychology is also changing. There is a transition from game activities to learning, visual-majestic thinking to oral-logical. The system of personal relationships is changing: if children have just played in the past, now they need attention, parents and teachers want them to learn and apply, to evaluate them. Children learn to control their attention, will, behavior.

This is a very difficult period in a child's life, waiting for some miracle from coming to school is almost lost in the first days, as children face challenges instead of wonders, they have to work: listen and remember, read, write, do the assignments, and even build a new relationship - with teachers and classmates. Especially difficult for "home" children, those who did not go to the garden.

Crisis 7 years

At the age of 7, the child has an internal fracture that tries to understand who he is and what he wants from him. Before you do something, the child will already think about what this will bring to him. Many children start "pretending to be like something," which means they are looking for a role.

Xarakter

At 6-8 years old, children still act under the influence of very impulsive, momental emotions that still lack sufficient will, and if they fail, they can surrender and stop moving towards the goal. It is also possible to note stubbornness and agility. Read more about the crisis in elementary school age.

From about age 9, children begin to control their feelings and behavior. A child learns to express his feelings, anger orally (he does it with a cry or a fist), can be mockery, discuss something or someone.

Ethical qualities are formed:

- vijdon;
- feelings of responsibility for himself, his friends, class;
- birovning baxtsizligiga hamdardlik;
- protest against injustice.

Elementary school age is essential for fostering the basic qualities of character, human psychology, it is at this age that children begin to distinguish between good and bad, good and bad, evaluate the actions of themselves and others, learn the rules, and communicate standards. A child begins to develop an internal position (his or her own opinion, self-esteem, attitude toward people and events).

Individual formation

Children of primary school age begin to realize themselves as individuals, where self-esteem develops, and it is important to help them form it. A child who has always been reprimanded and failed becomes unreliable, lowly self-esteemed. Anyone who has been supported, encouraged and helped will feel worthy respect, he will believe in himself. If you admire a child without reason, without any explanation and without permission for everything, it is full of less than self-esteem and the birth of egocentricity.

This period is important for hard work and independence. A child at this age wants to be like an adult, to be independent. He strives to do everything himself, learns to make decisions and responsibility for them. The child needs to be entrusted with chores, given the right to give and choose possible assignments at school. If everything is decided for her and protected from any difficulties, she will grow up as an infant. But it is also

impossible to put in place a large number of tasks and demand that they be carried out incompleteness, which can lead to rejection and resistance.

Children of this age, especially in grades 1-2, have unlimited trust and obedience to adults (teacher or parent). For a child, the words of adults, its value, are very important. Even children themselves are assessed by the words of adults, so it is important not to criticize or taunt, but to manage, support, a child's self-confidence in a soft way.

After the third grade, the teacher's reputation decreases, and peer approval becomes more important. It is important to be accepted by the group. During this period, the guys create unofficial groups with their own rules and norms of behavior, but they are still unstable. Nevertheless, the leaders are already emerging. The child is an important public consent and social reputation. She searches for her place in the group and, in addition to a relationship with her parents and teacher, her psycho-emotional state is affected by relationships with her peers and friends.

Motivatsiya

Motivation can be of two types: achieving a goal or avoiding failure. If a child is praised and supported, and they are targeted to be encouraged, he will be motivated to achieve the goal. If he is frequently scolded for not doing something good enough or winnings are ignored, the boy has a motive "if they haven't been tainted" to avoid failures. It undermines a child's spirituality and self-esteem. In the future, the child will live with such motivation all his life and, perhaps, will not be able to achieve excelling. Therefore, at this age it is very important to properly stimulate and stimulate the baby.

In Amonashvili's pedagogical writings, the Sh.A. recommends not using grades, especially low grades, in elementary school to prevent children from developing a motive for not failing.

Research

Initially, all children strive to read well to win adult consent and are saddened by failures and especially criticism. In such a situation, they can develop behavioral deviations, for example, indifference, ridicule, constant arousal, irritability, fear of punishment. It is very important to behave properly by the teacher and the parent and direct a child to acquire knowledge without personal assessments and characteristics of mental abilities, and to be interested in learning it without regard to good or bad characters.

By the age of 11, children begin to realize that what they lack in abilities can be replaced by a lot of effort. If a child wants to learn, he or she can control his will and sit on a textbook until he understands the material.

At this age, the differences in children's abilities are already clear: someone has a mathematical opinion, someone has a humane, creative mind.

A distinctive feature of elementary school age is that it is the basis of the entire future life of a young child. What is laid at the age of 6-11 years becomes his character. Therefore, both the teacher and the parent need patience, help you to direct and advise without any problems, teach them how to distinguish between good and bad and teach them responsibility for their actions, instill the ability to think and assess actions and events appropriately, and, most importantly, to believe in yourself.

In physical education, a physical education teacher changes children's lifestyle, their duties, and functions as a result of the appearance of children's age characteristics and psychological processes, distinction between personal characteristics, psychological processes (attention, speech, sensitivity, perception, imagination, memory, thinking, emotions, and so on), psychological situations (emotions, admiration, reliability, creativity). Their psychology is also changing. There is a transition from game activities to learning, visual-majestic thinking to oral-logical. The system of personal relationships is changing: if children have just played in the past, now they need attention, parents and teachers want them to learn and apply, to evaluate them. Children learn to control their attention, will, and actions. y spirituality, beliefs, apathy, curiosity, perseverance, refreshment) and personality characteristics (temperament, ability, talent, responsibility character) should be linked to physical education and sports. The training process, its impact, should know the importance of forming situations during the competition, the last, period, and relationships between the team.

Regardless of the type of activity a physical education teacher has, the component of the activity is usually associated with perceptive (e.g. student tracking), data recall, and restoration, which is associated with the same perceptions and perceptions.

To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared. Activities are carried out in several stages, the preparation phase, the plan execution (main phase) phase, and the completion phase (final phase).

In the first phase, the physical education teacher performs a very large-scale job. According to the plan, he draws up a concept, prepares them, prepares places (lounge, reservoir, sports area, stadium). It prepares all sports equipment and weapons related to the lesson. This phase includes creating student-friendly conditions for more successful activities and the psychological preparation of a physical education teacher.

The second phase includes supervising students (engaged), educating them (in terms of moral, mental, aesthetic, employment tasks), maintaining order, protecting them from injury, and so on. The practical implementation of certain activities, the control of students' actions, discipline, elimination of difficulties at the beginning of the lesson, correcting the lesson plan according to the change in circumstances. At this stage, the constant distribution and transportation of attention among the excluded students is characterized by the psychological tension of the teacher, which is conditioned by the teacher's serenity, depending on the prevention of situations that lead to physical injury, in other words, the physical education teacher receives a physical burden not only psychologically but also physically.

The third phase (final phase) will assess the achievements and shortcomings of the lesson. The resulting embroiled in this brochure may not support more than the address noted scriptures. The full analysis of the lesson, which involves the inclusion of adjustments to the plan in the re-execution of the activity, requires searching for answers to questions arising in scientific and methodological literature.

The main goal of a physical education teacher is to help them develop harmoniously and become loyal, patriotic to society. Educational, scientific, organizational, leadership, design, administrative and economic functions will also have to be performed.

The objective of physical education for students is to help the Independent Father to form a person who is perfectly developed and loyal, which is achieved in the educational process of students. It will be revealed and clarified in common tasks.

Foydalanilga adabiyotlar ro'yxati

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