

The Importance of Age Characteristics in Working with Primary School Students

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Annotation: In educational process there are several key factors critical to the efficiency of the lessons conducted. Among them it is important to take into account the age characteristics of junior school children. The following article is devoted to the physical and psychological qualities of elementary school children so that the teachers can identify appropriate approach for individual class members.

Key words: crisis, visual-figurative thinking, imagination, emotional communication, object- manipulative activity, approach, method.

Age and individual characteristics of students

Any student has individual personal characteristics (individual-personal abilities, intellectual activity, self-esteem, performance, etc.). At the same time, all students at a certain level of education are also characterized by common features.

There are many age periods.

L. S. Vygotsky identifies stable and critical periods of age development:

- 1) neonatal crisis;
- 2) infancy (2-12 months);
- 3) crisis of 1 year, early childhood (1–3 years);
- 4) crisis 3 years, preschool age (3–7 years);
- 5) crisis 7 years, school age (8-12 years);
- 6) crisis of 13 years;
- 7) pubertal age (14–18 years);
- 8) crisis of 17 years.

D. B. Elkonin believed that "... the critical period causes the appearance of the corresponding neoplasm and represents the general line of subsequent development in the stable period."

J. Piaget identified four main periods in the development of intelligence:

- 1) from 1.5 to 2 years - a period characterized by the development of symbolic and pre-conceptual thinking;
- 2) from 4 to 7-8 years - the period when visual-figurative thinking is formed;
- 3) from 7-8 to 11-12 years old - the stage of specific operations;
- 4) from 11-12 years old - the stage of development of formal thinking.

The following periodization is generally accepted:

- 1) pre-preschool age (3–5 years);
- 2) preschool age (5–7 years);
- 3) primary school age (7-11 years);
- 4) adolescence (11–15 years);
- 5) early youth age (15–18 years);
- 6) student age (17–18 years old - 22–23 years old) (according to B. G. Ananiev).

Each of these periods is characterized by a combination of many factors that act as its indicators. D. B. Elkonin identified three factors that determine these periods, such as:

- 1) a certain social situation of development, that is, the form of those relations that the child enters into with adults;
- 2) main or leading types of activity;
- 3) basic mental neoplasms.

D. B. Elkonin also identified six key activities:

- 1) direct-emotional communication with adults;
- 2) object-manipulative activity;
- 3) role play;
- 4) educational activities;
- 5) intimate-personal communication;
- 6) educational and professional activities

Features Of Development And Education Of Junior Schoolchildren

The younger student is characterized primarily by readiness for learning activities (the level of physiological, mental, intellectual development, which determines the ability to learn). This is the ability to take on new responsibilities, which underlies the educational motivation of a younger student.

This period is the most important for the development of aesthetic perception, creativity and the formation of a moral and aesthetic attitude to life, which is fixed in a more or less unchanged form for life.

In elementary school, a younger student develops forms of thinking that ensure the further assimilation of various knowledge, the development of thinking.

During this period, along with the appearance of the ability to learn, the younger student also has a complex of some difficulties, which includes the difficulties of a new mode of life, new relationships with classmates and a teacher. At this time, the child develops apathy associated with the inability to overcome these difficulties. The emotional support of parents, help in overcoming these difficulties is very important here. At the same time, the teacher must necessarily take into account the characteristics of the younger student: arbitrariness, an internal plan of action and reflection, which manifests itself in a collision with various disciplines.

During this period, it is possible to single out the leading activity, which should be taken into account by the teacher. It includes the acquisition of new knowledge, the ability to solve various problems, etc.

According to A. N. Leontiev, leading activity is an activity on the basis of which: 1) other, private activities are created; 2) the intellect is formed, which is a combination of various functions (sensory-perceptual, mnemonic and attention);

3) the very personality of the subject of activity is formed.

In the educational activity of a younger student, such particular types as writing, reading, working on a computer, creative activity, etc.

A huge role is played by such a phenomenon as switching from a family or a kindergarten to a school, i.e., a student has a change of dominant authorities. The authority of the parents now becomes not the main thing for him or not so important. The most important thing is the teacher. At the same time, it should be noted that parents should not scold the child for this, since such a misunderstanding can consolidate the priority of the teacher. The teacher will be "good" and the parents will be "bad" and "unfair".

The teacher should not neglect the possibilities of self-organization and self-discipline of the student, which are stimulated by group games, curiosity, spontaneously emerging interest in all kinds of creative activities. Such manifestations need to be supported, developed, connected to the system of pedagogically organized and purposeful activities.

In middle school age (from 10–11 to 14–15 years old), communication with peers plays a decisive role. The leading activities are educational, social-organizational, sports, creative, labor.

During this period, the child acquires significant social experience, begins to comprehend himself as a person in the system of labor, moral, aesthetic social relations. He has a deliberate desire to take part in socially significant work, to become socially useful. This social activity of a teenager is due to a greater susceptibility to the assimilation of norms, values and behaviors that exist in adult relationships.

During this period, the teenager tries to act according to his own considerations of good and evil. He opposes the commanding style of relationships, that is, the influence that does not take into account his subjective experiences and thoughts, and demands respect for himself. This explains the acute reaction to direct influences and the stubbornness that arises in his character.

Conclusion

These factors significantly complicate the process of disciplining middle-aged schoolchildren. Here it is very important to take into account the rather stable interests that appear in adolescents in various types of activities, representatives of the opposite sex and communication with them, a heightened sense of self-esteem, as well as feelings of sympathy and antipathy. Along with this, it is necessary to achieve a clear understanding by children of the goals of their activities, as well as to activate psychological incentive mechanisms.

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