

DEVELOPING ATTENTION SKILLS IN ELEMENTARY SCHOOL STUDENTS: MODERN APPROACHES AND METHODS

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Annotation: This article tells about the need for educational activities to have stable attention from children, sharp mindfulness, independence qualities of workfulness and batartibility, serious changes that occur with the transition of children to schools, the need to prepare each punctuation for the new environment in their school in kindergartens school-age children are not one of all homogeneity of school education, reasons why some children Also, the readiness of children to study at school, the child to the stage of social maturity of an individual, the child does not rise spontaneously, by the age of seven, psychically further growth of children who go to school is carried out in the process of educational work carried out at school, in the family, psychological preparation for school education.

Keywords: attention, pedagogical ability, social maturity, skills, competence, involuntary attention, unstable attention, emotion.

Аннотация: В данной статье рассматривается вопрос о том, что для учебной деятельности необходимо наличие у детей устойчивого внимания, острого ума, самостоятельности, деловых и организационных качеств, существенные изменения, происходящие с переходом детей в школы, их всесторонняя подготовка к новой среде в школе, что не все дети школьного возраста в детских садах имеют одинаковую готовность к обучению в школе, что некоторые дети, причины, по которым они не могут уйти, описаны в личностном сознании, которое формируется у детей с 6-7 лет. Также необходимо учитывать готовность детей к обучению в школе, неспособность ребенка самостоятельно подняться на ступень социальной зрелости личности, что дальнейший психический рост детей, достигших семилетнего возраста, осуществляется в процессе учебно-воспитательной работы в школе, в семье, что школьное образование должно быть подготовлено психологически в первую очередь, особенности внимания ребенка к роли и сюжету в играх, рисовании. и видение, видение в мастер-классах по изготовлению.



Ключевые слова: внимание, педагогические способности, социальная зрелость, навыки, компетентность, непроизвольное внимание, неустойчивое внимание, эмоции.

Introduction. Going to school is a very big event in children's lives. This phenomenon reveals to them a new world, during the school period, children's play activities now begin to gradually change into reading activities-and the main activities, the main task and social duty of children remain education. Reading, which is a new activity for children 6 - 7 years old, requires them to have a new quality, new characteristics. For educational activities, children need to have stable attention, sharp mind, independence performance and qualities. It is necessary to prepare them for each new punctuation in the school, referring to such serious changes that occur with the transition of children to schools. It is noteworthy that children of school age in all kindergartens will not be able to cope with school education. When some children go to school, they cannot quickly get into new conditions. They seem to lack some kind of reading trait. The age of Seven Falls on the period of the end of the kindergarten period. From this same period, self-awareness in children begins to find content. From the age of 6-7 in children, personal consciousness begins to find content. In such cases, it seems that children seek to define their place from the social environment in which they live, to teach a more intimate, more fulfilling system of relationships with adults. It is necessary to prepare them in a new all-round way at school, referring to such serious changes that occur with the transition of children to school. Object of study: the readiness of children to study at school, to the stage of social maturity of an individual, the child does not rise on his own. It is brought up to this stage by the entire educational work in kindergarten and in the family. The emotions of seven-year-olds grow considerably. Feelings such as benevolence, compassion, comradeship begin to strengthen. The further growth of children who reach the age of seven and go to school from psychic humor is carried out in the process of educational upbringing work, which is carried out in the family at school. School education is first prepared from psychological humor. In a child preparing for school education, attention is relatively long-term and conditionally stable. The role and suyujeti of the child's attention features can be seen in the houses, in the training of drawing and making, in the preparation of toys from clay and plasticine, in the perception and



understanding of other people's speech, in solving mathematical actions, listening to a story and teasing. The child seeks to concentrate his attention on a specific object. Also, in addition to the level of psychic growth for education, the differences, conditions, specificity of the child's life and activity, his health, preparation for the method of Labor, are simply consistent. There is also a subjective side of psychological training in Child School Education. His desire to enter into communication is inextricably linked with this preparation. The teacher is one of the main participants in the educational process. A teacher is a person who is specially prepared for the education of children, who is responsible before the people, before the state, to prepare the younger generation for a cocktail. The teacher of the subject of child psychology is a specialist who gives future trainers knowledge that is extremely important for educators professionally - knowledge about the laws of child psychic development, forms the skills and competencies that they will need to successfully carry out their psychological activities.

Methods: in addition to the general requirements for all educators, the following requirements are set for the teacher of the subject of child psychology.

1. To have knowledge of psychodiagnostics, psychocorrection, psychological counseling, special psychology in addition to general and Child Psychology.
2. A good knowledge of the features inherent in the work activities of the Educator of the preschool institution.
3. Be able to conduct independent research on the problems of children's psychic development and attract students to this process.
4. Regularly learn and promote the pedagogical experience of advanced educators-coaches. As an educator, a teacher of child psychology must have the following abilities.
 1. Didactic ability. - to be able to explain the learning material clearly and clearly.
 2. Academic abilities-to have extensive knowledge in other fields of study in the subject of psychology.
 3. Perceptual abilities-to be able to enter the inner world of the student, to be observant.
 4. Speech skills are the ability to express one's own opinion, feeling, with the help of speech.
 5. Organizational skills-to be able to domesticate, the student team, organize their work.



6. Authoritarian abilities - to be able to have a direct emotional-volitional effect on students.

7. The ability to receive attention distribution – to be able to simultaneously focus attention on a student to a number of activities[1]. Writing assignments in grades 1-2 should not be too much. The main difficulties that occur in children in the first grade are as follows::

1. Difficulties with the agenda. The student should get used to a new agenda related to the performance of classes and homework. To do this, adults must explain the new requirements for the child and monitor their implementation.

2. There are difficulties with communication, which are associated with the need to establish a new relationship with the teacher, with classmates.

3. These difficulties begin to be felt by students in the middle of the school year. First graders usually have an interest in the external attributes of the school, while interest in the content of the educational material is weakly formed. Because of this, the student may have a loss of interest in studying, refusing to attend school. It is necessary to give the teacher students issues that require active intellectual actions, to reduce as much as possible issues that require simple memorization. Educational activities. It has the following structure structure:

1) training situations. In IT, students must master common methods of solving concrete practical issues or mastering concepts. The reader should put them in the conditions of such a problematic situation in which it is necessary for students to be able to find these methods.

2) training efforts. To solve educational issues in each subject of study, it is important to master several educational actions and the implementation of their sequence. To do this, the teacher must ensure the strengthening of educational actions during the lesson using exercises.

3) for the full formation of educational activity, the formation of another component – control is necessary. The reader must be able to compare and evaluate their actions and their results with the given samples. First the teacher performs this task.

4) assessment is the determination of the degree of conformity of the result achieved by the requirements of the educational situation. An assessment of a student's activities should not be limited to an assessment placed in a class Journal. To do this, the teacher must apply various methods of assessing the student's knowledge. The growth of the cognitive process. Children of this age are distinguished by the



accuracy, fluency of their perception. This can be explained by the predominance of the first signal system in them. In the educational process, the perception of students rises to the level of perceptual activity. In the first and second grades, the attention of students is not stable enough. Students in grades 3-4, on the other hand, can maintain their focus throughout the course. But for them, too, short breaks during the lesson are useful. Visual-motor memory plays a more important role` in children than logical memory because the first signaling system is dominant. In the educational process, logical memory is improved in students by remembering and recalling the meaning of educational materials, various reflections on scientific grounds. Its development largely depends on the degree of mental activity of students. One of the features of school age thinking is the inability to notice the constancy of some signs of things. This feature of children's thinking was described by the Swiss J.Piaje learned. The property of generalization, based on important signs according to the properties, laws of things and phenomena, begins to form later. Children for quite some time have difficulty not being able to distinguish between important and imperfect signs of objects. Therefore, it is necessary to teach the methods of correct generalization of the concept. The main psychological changes in the younger school age. At this age, the leading activity is educational activity, and the educational process is the reason for the emergence of new features and qualities in the psyche.

1. Behavior is a voluntary trait, and the student learns to plan his work from the beginning, consciously choosing the goals of the activity.

2. The reader searches for the order, options of each action during the resolution of an issue, controlling the resolution of the issue, that is, learning to perform the behavior of the reader in the inner plan.

3. The child compares his behavior and behavior with others, learns an unbiased self-assessment, that is, reflex develops[2].

The results obtained and their analysis: the development of the personality of children. At this age, moral norms of behavior begin to form intensively. Younger students will be psychologically prepared to master these norms. It is necessary that the teacher sympathizes with the positive moral qualities in them,, prevents the formation of negative ones. The relationship of children in this age period is largely determined by external hyotic conditions and random factors (sitting in a party, living in the same house, etc.k.). But the teacher is perceived as the most basic



reference person for them. The development of the attention of children of kindergarten age depends not only on the conditions in the kindergarten, but also on the conditions in the family in many ways. That is why my child's attention does not develop evenly and to some extent. Some children are unable to regulate their behavior, behavior because they are not under proper control in the family, or because they are over tallied. Such children are in order, who touch everything without permission, cannot stop and calm down in one place www.ziyouz.com their library is unspeakable when called. In such children, attention is very unstable, so they cannot diligently engage in anything. Inability to control attention, that is, inability to direct something for a certain period of time, leads to a violation of discipline in training and interference with another. It is for this reason that caregivers have an individual attitude towards such a child (to give various responsible assignments, etc.), in which they need to educate the strength of attention and the nature of stability. In kindergarten age, the scope (size) of attention in children in relation to the period is also greatly expanded. The scale of children's attention will still be very narrow compared to that of a large person. For example, while the scale of attention of older people can accommodate 5-6 things at the same time (a syllable or a numeral that is not connected with each other), the scale of attention of children of kindergarten age can accommodate only 1-2 things at the same time (children of a small group can accommodate 1, children of a medium and Although a small group of children try to divide their attention into two things, but cannot do it. For example, if a 3-year-old child is ordered to bring a bowl of water, he will definitely bring it by draining the water. This is not because he is ungrateful, empty, but because he cannot divide his attention into two things at the same time. The child cannot divide his attention by walking and bringing the water in the bowl without spilling or shaking it. Therefore, in such cases it is not suitable to slip children. The width of the scope of attention is a characteristic associated with a clear perception. This feature is especially necessary for my childhood reading activities. Therefore, during the kindergarten age of the child, it is necessary to take advantage of all the possibilities and give serious importance to the development of this feature of attention.

Conclusion: at school, the student learns to juxtapose, analyze and synthesize more and more complex things and what he perceives, and not just phenomena, but at the same time what he imagines and phenomena. In the process of the child's schooling,



the ability to abstract begins to grow in him. In the process of studying other subjects, this ability grows even more. The child learns to analyze, abstract and compare, to distinguish from each other the insignificant signs of things by exercise, to draw conclusions based on the important signs of the subject, event. The thinking of students of small school age differs from preschool children and adolescents in its peculiarities in the use of various methods of logical thinking, reasoning, judgment and inference, comparative analysis. Teaching contemplative operations, independent thinking in the educational process is a pledge to bring students of small school age to perfection. A child of 6-11 years old can think logically, but this age is considered a period when, relying mainly on what he sees, children in the elementary school itself, from the first grade, master a large number of different concepts-grammar, arithmetic, nature, as well as socio — political concepts\ . The range of concepts that students can master is largely determined by a curriculum compiled on different subjects for each class. Concepts with a certain scientific content are given to students by stating them in a form that is logically expressed. Students also learn to describe their concepts by describing their content and showing signs of their gender and species. Students describe, compare, characterize, and illustrate concepts and rules when they cannot be described or when they cannot be described.

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