

## PSYCHOLOGICAL FEATURES OF JUNIOR SCHOOL AGE

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### **Annotasiya**

This article presents the psychological characteristics of junior school age and the characteristics of the child's learning process in school activities.

**Keywords;** junior school Age, knowledge, neuropsychic processes, intelligence, activity.

The junior school period lasts from 6-7 years to 9-10 years. His psyche is developed to the extent that he can acquire knowledge. 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 qualifications, but also reflect the desire to learn. These needs are based on the child's desire to have his own portfolio, personal educational tools, a table for preparing lessons, a bookshelf, and to go to school every day like an adult. This need is of great importance in the formation of the child's personality, as well as in his socialization.

During this period, the child is biologically and psychologically ready to learn the basics of science. According to physiologists, by the age of 7, a child's cerebral hemispheres are developed to a certain extent. But at this age, the special parts of the human brain that respond to complex forms of mental activity, such as planning, management, and control, have not yet been fully formed. The inability to form is clearly manifested in the behavior, organization of activities and emotional spheres of children of primary school age.

Some 6-year-old children, with the wishes of their parents, step on the threshold of school before they are ready to study. Unfortunately, as a result of mental and emotional stress during study, various diseases occur and defects in physical and mental development appear. In such children, first of all, there is a complete lack of brain structure and neuro-psychic processes for studying at school, underdevelopment of visual-motor coordination and small motor skills, and low productivity of logical thinking. In addition, lack of formation of motivation, volitional aspects, especially voluntary attention and memory, problems in voluntary control of behavior, in a word, lack of formation of the "Student's internal position" hinder successful learning of children who are not ready to study at school. has a negative effect on their departures. In such a situation, there is a forced violation of energy distribution, which causes 7-8-year-old children to become fearful, aggressive or hyperactive. This is not an opinion that it is not necessary to prepare a child for school, but the mental development of a child cannot be achieved only by teaching early reading, counting, and writing. It is known that, according to the law of development, any development goes from visual imagery to abstract logic. If a child is taught to read and write letters and numbers before he is mentally, spiritually and

spiritually ready for reading, it will cause mental development to go in the opposite direction. According to psychologists, the laws of psychic and evolutionary development are as inviolable and universal as physical laws.

Summarizing the above points, it can be said that neurophysiologically, many processes in the brain necessary for voluntary attention and reading are mainly formed at the age of 7-8 years (in the case of children with advanced mental age, even at the age of six years). That is, at this age, the child is ready for 45 minutes of mental work.

Alisher Navoi, a great thinker and scholar, highly valued human thinking, intelligence and knowledge. He writes: "Knowledge and wisdom are the adornment of a person." Alisher Navoi says that children should be given knowledge, information and education from a young age, and like Ibn Sina, they should be given to a teacher from the age of 6.

The beginning of schooling coincides with the third physiological crisis at the age of 7 (there are sharp endocrine changes in the child's body associated with rapid height growth, enlargement of internal organs, vegetative changes will give).

In a 6-7-year-old school-ready child, the motive "I want this" begins to prevail over the motive "I must do this". Mental stress increases in every student who enters the first grade at school. This affects not only his physical health, but also his behavior. , for example, an increase in fear to a certain extent is manifested in a decrease in volitional activity.

Cardinal changes in the system of social relations and activities of the child, in accordance with the changes in all systems and functions of his organism, require the child to exert strong pressure and fully use his internal capabilities. These changes in a child who is ready for school do not bring negative consequences, but on the contrary, they help him to successfully adapt to new conditions. The attitude of the teacher directly affects the student's activity.

Abu Ali ibn Sina was one of the supporters of taking responsibility for children's education. He mentions that when the child reaches the age of 6, he will be handed over to the teacher for education. Even now, the fact that children are admitted to primary classes at the age of 6 and 7 shows how important Ibn Sina's ideas were at that time, and this fact can strengthen the child's love for learning.

In his opinion, it is permissible to teach a child gradually. Allama says that it should not be tied to a book at once. Ibn Sina emphasizes that people should be educated carefully so that they are able to live and do not suffer for nothing. That is, it encourages them not to extinguish their positive motivation to study.

Children of junior school age are easily distracted, cannot focus on one thing for a long time, are impressionable and emotional. The beginning of schooling coincides with the second physiological crisis at the age of 7 (the rapid growth of height, the enlargement of internal organs, and drastic endocrine changes associated with vegetative changes occur in the child's body will give). Cardinal changes in the child's system of social relations and activities correspond to changes in all systems and functions of his organism, requiring the child to exert

strong pressure and fully use his inner potential. Changes in this Age do not bring negative consequences, but on the contrary, they help him successfully adapt to new conditions. The attitude of the teacher directly affects the student's activity. There are mainly three types of student activity in primary school age: physical, mental and social activity. Physical activity is a natural need of a healthy organism to overcome various existing obstacles to movement. Children of this age are extremely active. This physical movement is also related to the fact that the child looks at the things around him with interest and tries to learn them. A child's physical and mental activity are interrelated. Because a mentally healthy child is active, and a tired, depressed child is almost not interested in anything. Psychic activity is the interest of a normally developing child in learning about objects in the world, human relations. Mental activity also means the child's need for self-knowledge. A child coming to school for the first time has a number of difficulties. First of all, it is difficult for them to obey several school rules. The most difficult rule for a primary school student is to sit quietly during class. Teachers always try to make students sit quietly, but only a student who is inactive, passive, and has little energy can sit quietly for a long time during the lesson.

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