

PSYCHOLOGICAL CHARACTERISTICS OF THE FORMATION OF A VALUABLE SELF-ATTITUDE IN STUDENTS OF YOUNGER SCHOOL AGE

Isaxanova M

Kokand State Pedagogical Institute, Uzbekistan

Yunusaliyeva N

Kokand State Pedagogical Institute, Uzbekistan

Burxonova D

Kokand State Pedagogical Institute, Uzbekistan

Annotation. The article discusses the social psychological characteristics of younger schoolchildren, the fact that it is one of the most important tasks of the present day to mature younger school-age students in every possible way as a mature, well-mannered, well-mannered person, because this thing comes from the issue of increasing the effectiveness of education and upbringing in the process of restoring national, In the successful implementation of the task facing psychologists in the study of this problem, it is necessary to take into account the individual characteristics of students in order to correctly conduct primary education on a scientific basis. It is stated that educational activities are an opportunity for a small school-age student not only for the high level of development of cognitive processes, but also for the development of personal characteristics.

Keywords: age, period, junior school age, consciousness, attitude, positivity, development, activity, game, learning, development.

In addition to the leading educational activities, other activities such as play, communication and work also have a direct impact on the development of the student's personality. On the basis of these activities, personality traits associated with the motives for success begin to find content. Educational activities satisfy the extreme of success in reading in students, and also create the opportunity to have a place among peers. It is also possible for the child to try to study well in order to achieve this position or position. Children at this age constantly compare the success they have achieved with the success of other peers. It is extremely important for them to always be the first. In children of this age, the motive for entering the competition is considered a constant extortion, and this motive gives them a strong emotional tension. These features actually begin in kindergarten and are evident in junior school as well as adolescence. Depending on the happiness and thoughts that children give of adults about him, the self-giving happiness largely depends directly on the happiness that the teacher gives and on the success of his various activities. Such characteristics of children of this age as existing gullibility, openness, susceptibility to external influences, obedience provide a good opportunity to educate them as individuals. This period is the period of occurrence and strengthening of the main personality traits that determine the success of the child in various activities. In this period, together with the content of motives for success, their qualities such as hard work and independence are strengthened. Diligence occurs only if the child enjoys what he is doing. The formation of the property of independence in a child largely depends on adults. If a child is more than a had gullible, obedient, open, then gradually the characteristics of his enrichment, subordination are strengthened. But encouraging a child to time independence can also lead to the development of some negative traits in him. Because it absorbs life experiences with imitation of someone. In order to form independence, it is extremely important for the child to prescribe more independent work and express confidence. Thus, it is necessary to create such a social psychological environment in which the child is entrusted with the Independent, Social task of doing something, so that in the process of doing this, the child feels himself the leader of peers, adults and other people. This feeling creates motives that motivate the child to be independent. A child of school age realizes his individual characteristics. The child's self-awareness also goes to rapid development and strengthening. During this period, children begin to attach even more importance to their names and try to be positively perceived by their peers and those around them. The happiness that a child gives to his appearance and posture structure is also of kata importance in his self-awareness. By the end of the junior school period, children, especially girls, begin to pay special attention to their facial structure. They develop the ability to coordinate their behavior and activities by themselves in the process of their educational activity, develop the ability to consciously come to a common opinion, help organize their activities on their own and find a solution to interest in the process of obtaining knowledge. The student's motivation for behavior also changes. In this, the thoughts of friends and the team remain the main motives. Moral feelings and volitional features of the personality are formed. At the age of 5-6 years, the characteristics of a conspicuous child develop and strengthen over the years. Therefore, proverbs like " from the beginning of a child " are found in many folk O'zaki creations. By the beginning of adolescence, a huge number of personal qualities are formed. The individuality of children is also prominent in the processes of their cognition. During this period, children's knowledge expands and deepens, and skills and abilities improve. The general and special abilities of some students who go to grades 3-4 are noticeable. At a small school age, the motive for success, which is extremely significant for life, is strengthened, which in itself leads to the rapid development of other abilities. Since attention, perception, memory, thinking and speech are fully developed in children of this age, it is also possible to use techniques that are applied to adults when teaching them.

It is known that in order to start the activity of forming the student's personality in an exemplary way, it is necessary to find the appropriate composition of their character traits and personal characteristics. After identifying each student from an individual moral point of view, it allows to have an individual relationship with the subject taken separately. The personal qualities of an 8-10-year-old child are unstable, their outlook is simple, and they are easily influenced by external impressions. As noted by great scholars, a person's character is formed more than anything else in the early knowledge of his life, and the quality manifested in this character is firmly established and becomes the strong nature of the child. Primary school teacher is responsible for instilling positive feelings, personal qualities in the child's second nature, and forming high human qualities in them.

If we dwell on the researches of this period, we should especially emphasize the researches and ideas of E. Erikson, Z. Freud, G. A. Zukerman and V. V. Rubsov, K. S. Vygotsky and D. B. Elkonin. They emphasized that the mental and personal development of children can be achieved through their relationship with the people around them, the class team, the teacher, and their parents. We will touch on their above ideas. By the 3rd-4th grades, the relationship with his peers becomes more important for the child. Adults can use these relationships for educational purposes. Children of this age can spend hours alone doing their favorite activities, and on this basis they develop the qualities of hard work and independence. Looking at the theories and stages of personality formation, Erikson: "School age: hard work and self-satisfaction. The fourth socio-psychological period corresponds to the hidden latent period in Z. Freud's theory. He will be eliminated from rivalry with his parents. From 6 to 12 years old, the child leaves the family, and systematic education, especially the technological aspects of culture, begins. According to E. Erikson's concept, weapons of importance in this culture are weapons, greed is associated with honorary and scientific titles, and it is universally recognized that it is the desire to learn something and its quick mastery.

The terms of hard work and enjoyment of work represent the main themes of this period, during which children are busy trying to find out what is made of what and how it works. The child's "Ego" conformity is now expressed as follows: "I" - what I have learned to do. Children study at school and join the rules of discipline, which means active participation. A person who deals with school procedures is a perfect performer. The peculiarity of this period is that the feeling of dissatisfaction with oneself, doubting one's abilities or one's position among one's peers is a manifestation of inexperience. According to Z. Freud, this age period: Latent stage - sexual silence lasts from 6-7 to 12 years until the beginning of adolescence. The main energy is directed to study, sports, and the desire to learn, making friends with peers of the same gender. Freud emphasizes the importance of this interruption in the sexual formation of a person as a condition for the development of a higher human culture.

Educational activity creates an opportunity for a student of junior school age not only for high level development of cognitive processes, but also for the development of personal characteristics. At this young age of the student, every word, every action, and influence of the teacher becomes a criterion of truth for him. Because the students trust their teachers very much, listen to their opinions and comments, are very impressed by the pedagogical tact, and strictly follow their requirements. From this point of view, they strive to solve all the tasks given by the pedagogue, to solve the created problem situations, and to fulfill them on time.

High confidence in the reader, a direct imitation of it makes the perception of a person by a person look like a stage of identification. From the same period: 1) external influence on the psyche of the Student, 2) encouragement to help people in the environment, 3) giving instructions and guidance on what to do, 4) explaining to him a duty trait that has a simple individual or social character, 5) teaching him to reflect correctly, 6) encouraging positive emotions and good intentions, 7) discussing the book read, the Motion Picture, prevention of discord, 9) the opportunity arises to support the landscapes of nature and immerse yourself in listening to music. All these factors play an important role in the formation of the student as a person. Children's emotions change depending on the conditions of how educational activities are organized. In this way, students of younger school age are treated to curb emotions and emotional stability. They will be able to control their emotions by this period. Because their feelings will be more relaxed, deep and balanced than those of preschool age and adolescent age. They are endowed with long-term positive emotions, sobriety, mental trigger mood. When children come to school for the first time, a new system of relationships and a circle of communication are formed. From the first days of the school period, students do not pay attention to each other, and are not interested in the achievements of their peers, have little access to communication. But over time, students gradually begin to observe each other, feel a relative need for communication and begin to make friends with peers. and by the end of primary education, the need for a special place among peers in students begins to form. Interest in the educational achievements of peers begins to increase, and the desire to stand out from them becomes the main motive of behavior. The formation of their personality qualities also depends on cooperation in educational activities. G.A. Sukerman and V.V. As it turned out from rubsov's research, as a result of cooperation in educational activities with peers, children's thinking develops and communication skills are formed. As a result of cooperation and exchange of ideas in educational activities, the socio - psychological field in children expands, and individual - psychological characteristics are formed at its core. Children who work together with their peers, collaboratively, have a good understanding of their capabilities and level of knowledge. In the psychological literature, they interpret in different ways the last period of this age, which lasts from 9 to 11 years. K.S. Vygotsky believes that this period is the first stage of adolescence. L.I. Bojovich says the first most crisis Circuit of the entire adolescence. Z. Freud, on the other hand, says that this period is the end of the junior school age and the latent phase. D.B. Elkonin describes this period as a crisis circuit between a stable junior school age and adolescence. At the end of the younger school age, motivational crises

arise in the traditional education system. At first, educational activity, which began as a new social activity, becomes a traditional educational obligation. Signs of a crisis consist of quidacs: a negative attitude towards school and a lack of going to school; refusal of homework; the emergence of pedagogic conflicts with teachers, etc. The more difficulties children have in mastering educational activities, the more negative attitude towards school increases. Interpersonal relationships in educational activities are more tense as a result of unresolved problems, difficulties, lack of knowledge, skills, skills to the streamers during training. The students are faced with tasks that they must solve independently. (testing and comparing their knowledge, adapting to new conditions in the educational system, having previously completed one pedagogical task, it is now necessary to fulfill the requirements set by different teachers) K.N.Polivanova believes that the crisis of the final stage of the younger School Age period is “ reflexive orientation towards oneself.” Understanding the possibilities in learning activities, which were formed steadily during this period, will now focus on self-knowledge. Under the influence of the changing social environment, interest in self-orientation, knowledge of one's own characteristics and abilities increases, and seeks to behave like an adult. And from relationships with peers it is possible to know the degree to which the personality traits are developed. The correct implementation of the tasks mentioned above, the teacher's Organization of a meaningful conversation with students, makes a deep impression on them and encourages activity. In order to achieve a high effect in the process of forming personality qualities of students of younger school age, it is necessary to take into account their age individual psychological characteristics. It is known that the pupil deals with a person with different psychological characteristics. Therefore, an interactive, successfully applied to one reader, may not work for another. Consequently, a higher indicator is achieved if the activities of influence on others are carried out through an individual approach to the personality of the reader. The deeper the teacher studied the individual-typological characteristics of students in the implementation of this task, the more noticeable and effective the power of their influence. Being able to find a way into the spiritual world of each student in the educational process is the guarantee of all success. Judging by the studies conducted, the opinions and opinions of students of the 3rd grade on decency have a kata difference in content, form structure than those of the 1st - 2nd grade testers, which is measured by the scale of the child's life experience, age feature and level of mental maturity. Along with the difference explained by the nature of the age period, a different view of things, a different approach, a way of revealing the essence of the problem indicate the presence of individual differences. Experiments with students in grades 1-3 show that in order to content ethical concepts, it is necessary to teach them to distinguish, generalize important signs of each concept, to create in them a reading of highlighting signs of a dual degree.

It is also advisable to improve the skill of independent thinking, to arm primary school students with methods of drawing a logical conclusion. For a child studying in elementary school, personal achievements - in study, sports, prestige and prestige among children-are of great importance. During this period, a group of “boys” and “girls” is formed at school, terranizing which gender the children belong to. Each group has its own interests, activities, and being in the circle of girls, for example, for a boy, calligraphy, becomes uncomfortable. Most importantly, it is this period that is considered extremely sensitive and favorable for understanding the meaning of moral norms, mastering moral values and the formation of spiritual imaginations. Therefore, respect for adults, respect for the little ones, respect for parents, love of the motherland, correct attitude to the personal and social property are brought up. The child begins to distinguish between punishment and encouragement v anima and tries not to remain from the point of view of the majority, even if not punished. Therefore, the good conditions created for the moral and spiritual education of the child in the family and in the educational institution will pay off significantly during this period. In children of this period, a circle of motivational - needs and self - awareness develops. During this period, the child has increased self - affirmation among his parents, family members, teachers, peers in relation to educational activities, as well as the desire to recognize him. Interest in developmental education will now become a goal of activity. The main place in educational activities begins to be occupied by achievements, assessments between the teacher and peers. At this age, the child is characterized by the process of self-realization and personal reflex, the ability to set the limit of his capabilities, volunteering and self-control. Therefore, the child begins to control his behavior. He begins to clearly and differentially understand the norms of behavior in the family and social life, to realize the difference in entering into interpersonal relationships with adults and peers, to begin to restrain and express his emotions, especially negative ones. With this, it should be remembered that changes in the age of a small school can occur differently in them, taking into account how educational activities are organized and that each child has individual characteristics.

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