

ORIGINALITY OF ATTENTION IN PRIMARY SCHOOL CHILDREN AND THEIR DIAGNOSTICS

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ABSTRACT

This article covers the peculiarities of attention in primary school children and methods of their diagnosis. Choosing a method for examining the level of attention development is one of the most difficult stages of diagnostic and correctional work with younger students

Keywords: Small school age, student, attention, development, feature.

INTRODUCTION

Cognitive needs develop on the basis of orientation and research reflexes inherent in both humans and higher animals. Their level of development depends, on the one hand, on the cognitive diversity of human living conditions and activities, and, on the other hand, on the extent to which these needs are related to the satisfaction of labor, material and spiritual needs.

Educational interests play an important role in educating and informing the younger generation, preparing them for marriage and socially useful activities.

The main activity of a child after the age of 7 is studying at school. This activity makes significant changes in the course of all mental processes. The attention of children is also changing, to which educational activities impose new high requirements. It is no accident that the lack of necessary preparation of older preschoolers to work in the classroom is primarily expressed in their inability to focus on the content of the lesson, on the requirements of the teacher and on their own actions, which causes the most frequent and serious comments of the teacher. But the qualities of attention necessary for successful work in the classroom and at home can only partially be developed and prepared in kindergarten or in the family. They are formed in the very educational activities of a small schoolchild.

The attention of a first-grader still largely retains the features characteristic of preschoolers. The scope of attention is narrow, first-graders can not simultaneously view the picture and listen to the teacher's story about the life and work of its author, the artist. Perceiving difficult content for them (written arithmetic expressions), children quickly perform familiar actions, but immediately forget what numbers they acted with, as a result of which actions they received the correct answer (M. N. Volokitina, F. N. Gonobolin), since at each moment they focus only on one content of their activity.

MATERIALS AND METHODS

Choosing a method for examining the level of attention development is one of the most difficult stages of diagnostic and correctional work. For scientific and practical psychodiagnostics, the speed and focus of the examination on a specific problem is important.

In psychology, there are two main approaches to the diagnosis of individual characteristics: quantitative, based on the idea of repeatability, the ability to measure, identify static patterns, and qualitative, focused on the individual, based on the premise and multiple determination of psychological phenomena and the ambiguity of each received psychological fact

The combination of these approaches is very important, but the main thing is the quality of the data obtained.

Test methods have a number of advantages: a good test accumulates a rich clinical experience accumulated in psychology and related disciplines. However, it is fundamentally unacceptable to use tests for strict selection, selection of students. These methods help to identify psychological characteristics, causes of individual violations or shortcomings in order to correct them and promote the development of students.

The experience of school psychologists shows that a psychologist should be able to use a wide variety of methods-both highly formalized (techniques such as the Wexler test, the Cattler questionnaire) and low formalized (observation, conversation, and projective methods). Only a variety of methods can give new knowledge.

A very effective method of the so-called "intensive observation" it gives a subtle psychological value of the child. Using various methodological tools, the psychologist gets a more and more accurate picture of the individual characteristics of the child, to the extent that it is necessary to identify and psychologically assess the decisive factor of development.

In many cases, the psychologist must get quick and prompt information about the child. Hence, there is an urgent need for methods that are not associated with a cumbersome processing procedure and allow rapid diagnostics.

Express methods are mostly based on qualitative analysis of statements, products of activity, and ways to complete tasks. As such psychodiagnostic tools, so-called functional tests can be used. The role of a functional test can be played by experimental tasks that can actualize the mental operations that the child uses in their life.

The Central point of diagnostic and correctional work is the psychological diagnosis. The formulation of the diagnosis must also contain a forecast-a prediction based on the completed stages of the study. The forecast is fixed in two directions: if the baby is promptly carried out the necessary work, and provided that, if the baby is promptly carried out the necessary work, and if so work with it in a timely manner will not be held.

The work of a psychologist must necessarily lead to the development of specific recommendations. Correction and development programs usually include psychological and pedagogical parts. The psychological part of development and correction is planned and carried out by a psychologist.

The pedagogical part is compiled on the basis of psychological recommendations jointly by a psychologist and a teacher and is performed by the teacher with the help and under the constant supervision of a psychologist.

The content and destination of the recommendation depends on the complexity of the issue and the scope of its resolution. The psychologist is fully responsible for the implementation of recommendations and the final result.

To create a program, first of all, it is necessary to determine the subject of the program (attention of younger students). A goal is set, tasks are defined; the object of research. Then a psychological diagnosis is made and appropriate recommendations are made. Psychological diagnosis is the Central point of diagnostic and correctional work. Age-related analysis of the data obtained, taking into account the zone of the child's closest development, is of great importance in making a diagnosis,

In the course of work, to determine the level of attention development of primary school children (grade 1 students), you can use specific Express methods "Find and cross out", "Put down icons", "Remember and dot", "House", "Yes and no", " Determining productivity and sustainability attention", "assessment of attention distribution", "assessment of attention switching", " determination of attention volume»

RESULTS AND DISCUSSION

Attention is a selective focus on a particular object and focus on it, depth in the object-oriented cognitive activity,

Such psychologists as V. Wundt, E. B. Titchener, V. James, T. Ribot, and N. N. Lange studied attention as a mental process. their works are called the works of the classics of experimental psychology of the late XIX-early XX century. This issue was given much attention in their research by S. L. Rubinstein, N. F. Dobrynin, A. N. Leontiev, P. Ya.Galperin, L. S. Vygotsky and many others.

According To Vygotsky, primary school age is characterized by its main neoplasm-the development of awareness and arbitrariness: "in the center of development at school age is the transition from the lower functions of attention and memory to the higher functions of arbitrary attention and logical memory."

In this regard, there is a need for the development of attention and its main properties in primary school age, as a condition for successful mastering of successful activities.

According to its origin and methods of implementation, there are usually two main types of attention: involuntary and voluntary. Involuntary attention, the most simple and genetically original, is also called passive, forced, since it occurs and is maintained independently of the goals facing the person. Activity captures a person in these cases by itself, because of its fascination or surprise. A person unwittingly gives himself to the objects, phenomena, and activities that affect him. As soon as we hear interesting news on the radio, we are involuntarily distracted from work and listen. The occurrence of involuntary attention is associated with various physical, psychophysiological and mental causes.

Unlike involuntary attention, voluntary attention is controlled by a conscious goal. It is closely related to the human will and was developed as a result of labor efforts, so it is also called volitional, active, deliberate. Having made a decision to engage in some activity, we fulfill this decision, consciously directing our attention even to what we are not interested in at the moment, but what we need to do. The main function of voluntary attention is active regulation

of mental processes. The reasons for arbitrary attention are not biological in origin, but social: it does not mature in the body, but is formed in the child when he communicates with adults. Despite the qualitative difference from involuntary attention, voluntary attention is also associated with feelings, interests, and previous experience of a person.

A number of psychologists distinguish another type of attention, which, like an arbitrary one, is purposeful and requires initial volitional efforts, but then the person "enters" into the work: the content and process of the activity become interesting and significant, and not only its result. This attention was called by N. F. Dobrynin post-involuntary. Let's take a student who solves a difficult mathematical problem. Initially, it may not attract him at all. He only takes it because it needs to be done. The student has to bring himself back to the solution by constant effort. But now the solution has been started, the correct course is being planned, and the task becomes more clear. The student becomes more and more interested in it, it captures him, he ceases to be distracted: the task has become interesting for him. Attention from arbitrary became as if involuntary.

Post-involuntary attention is characterized by prolonged concentration, intense intensity of mental activity, and high productivity.

In Russian psychology, it is customary to distinguish the following properties of attention:

- concentration;
- volume;
- distribution;
- switch;
- stability.

CONCLUSION

Concentration of attention, that is, the power of concentration on any interesting subject or activity, the student can be quite large. Sometimes an insignificant fact or an object that is not noticeable to others causes distraction in children. This is why it is easier for a teacher to attract children's attention than to maintain it for a long time. The monotonous type of even interesting activities tires the attention of schoolchildren.

The amount of attention depends largely on a person's past experience. The younger schoolboy still has very little of it. Therefore, children are not able to keep several objects in view at once.

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