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ATTENTION IS THE BASIS OF INTELLECTUAL ACTIVITY

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ABSTRACT

This article presents the impact of attention on the intellectual activity of students. In the paradigm of the humanistic approach to reforming the school education system, which emphasizes the importance of schoolchildren acquiring not only a certain set of knowledge, but also the formation of personal qualities that meet the requirements of modern society.

KEYWORDS: *Intelligence, Intellectual Development, Emotional Sphere, Emotional Development, Attention, Activity.*

INTRODUCTION

Intellect (lat. - intellektus understanding, reason) is a reflecting system of various levels of complexity of its natural or technical organization, located between reflected stimuli and reflected reactions, a system of processes of capturing, memorizing and establishing connections between information. In humans, this knowledge as an attribute of consciousness [1].

As you know, intellectual development acts as the most important component of any human activity, therefore, without the participation of intellectual abilities, human activity is impossible, they act as its integral internal moments. They develop in activity and are themselves special activities.

Traditional psychology defines attention as an activity with the help of which we manage to dismember the complex composition of impressions coming to us from the outside, to isolate an important part in molasses, to focus on it all the strength of our activity and thereby facilitate its penetration into consciousness. This achieves special clarity and clarity. However, the former psychology also knew that in acts of attention we encounter phenomena of more than one "psychological" order and that attention most often begins and in its development proceeds from a whole series of manifestations of a purely motor character. So, if we are going to carefully

examine something, we take the appropriate posture, give a certain position to the head, adjust and fix the eyes as needed. In the act of attentive listening, adaptive and orientational movements of the ear, neck and head play an equally important role [1]. Many scientists have studied attention. Due to the fact that it is a complex mental phenomenon, different psychologists from different positions explained the emergence and functioning of attention. D.N. Uznadze associated the emergence and stability of attention with the formation of an attitude in the subject, prompting him to show a certain activity in relation to the object, guided by past experience. The attitude can be associated with the expectation of an object or with the readiness to perceive it or to perform any action aimed at achieving the set goal [2]. P.Ya. Halperin considered attention as one of the moments of orientational –research activity, aimed at the content of mental phenomena that arise in the process of cognition. The main function of attention is to monitor the correctness of the content of mental phenomena, ensuring the implementation of activities at a high level. The amount of attention is characterized by the number of objects to which the subject can direct and focus attention in a split second. In an instant, a person can only pay attention to a few objects. Human attention has five main properties: stability, concentration, switch ability, distribution and volume [3]. Stability of attention is manifested in the ability for a long time to maintain a state of attention on any object, subject of activity, without being distracted or weakening attention. Stability of attention can be determined by various reasons. Some of them are associated with the individual physiological characteristics of a person, in particular with the properties of his nervous system, the general state of the body at a given time; others characterize mental states (agitation, lethargy, etc.), still others correlate with motivation (presence or absence of interest in the subject of activity, its significance for the individual), and fourth, with the external circumstances of the activity. Concentration of attention is manifested in the differences, which are in the degree of concentration of attention on some objects and its distraction from others. A person, for example, can focus his attention on reading an interesting book, on doing something exciting and not notice anything that is happening around. At the same time, his attention can be concentrated on a certain part of the readable text, even on a separate sentence or word, and also more or less distributed throughout the text. Concentration is sometimes referred to as concentration, and these concepts are considered synonymous. At primary school age, the regulatory influence of the higher cortical centers is gradually improving, as a result of which significant transformations of the characteristics of attention take place, there is an intensive development of all its properties: the volume of attention increases especially sharply by a factor of 2.1, its stability increases, and the skills of switching and distribution develop. However, only by the age of 9-10 do children become able to maintain and carry out an arbitrarily assigned program of actions for a long time [4]. The age-related characteristics of the attention of primary schoolchildren are the comparative weakness of voluntary attention and its slight stability. An elementary school teacher in the educational process is faced with the most difficult task of strictly thinking through the special work on organizing the attention of children, otherwise it will be at the mercy of the surrounding things and a random combination of circumstances. The learning process itself contributes to the development of voluntary attention, its stability and concentration. As the range of interests of the child expands and he gets used to systematic educational work, his attention, both involuntary and voluntary, develops intensively. Development of attention. The cognitive activity of the child, aimed at exploring the world around him, organizes his attention to the objects under study for a long time, until the interest dries up [5]. The younger student can,

to a certain extent, plan his own activities. At the same time, he verbally pronounces what he must and in what sequence he will perform this or that work. Planning will certainly organize the child's attention. And yet, although children in primary grades can arbitrarily regulate their behavior, involuntary attention predominates. Children find it difficult to focus on monotonous and unattractive activities for them or on activities that are interesting, but requiring mental stress. Disconnection of attention saves from overwork. This peculiarity of attention is one of the reasons for the inclusion of elements of the game in classes and a fairly frequent change in the forms of activity. Teaching in primary grades should be interesting, emotional, with a wide use of visualization. In the lower grades, every 10-15 minutes it is necessary to change the type of activity in order to prevent fatigue, it is impossible to give material that is large in volume, and such, the perception of which requires a high level of distribution of attention. The state of attention affects the activity of the child [6]. As a result of this activity, grade 4 students become more attentive than grade 1 students: their ability to sustain, distribute and switch attention, and increase the amount of attention increases and improves [7].

Attention is the foundation of any intellectual activity. Not a single mental process, be it perception, memory, thinking or imagination, can proceed without attention. It, like an auxiliary worker, is doomed to serve them. Psychologists have found that the higher the level of attention development, the higher the learning efficiency. Namely, inattention is the main reason for poor school performance, especially in the lower grades. From class to class, educational tasks become more voluminous in terms of the amount of information, and the process of completing them requires longer concentration. Unfortunately, even in its form, the learning process is not always fun and easy. And in order to cope with all this, you need to be able to control your attention, to subordinate it to your will.

What are the typical deviations in the development of attention? Lack of attention is a very serious defect. The main reason is Weakening or impaired activity of the cerebral cortex. Attention loss can be temporary, or it can be organic (MMD, intracranial pressure, craniocerebral trauma, ADHD). In this case, the weakening of attention is accompanied by frequent headache, fatigue, and poor sleep. Temporary weakening of attention can occur in a child as a result of any illness and continue for some time after illness, overwork. The main thing in this case is to eliminate the cause of the disease, overwork. For this purpose, frequent walks and outdoor games can be recommended. Mistakes that parents make: first, adults decide that the child has recovered, and ask him fully. The second mistake is that the parents protect the long-recovered child, do not allow him to practice at full strength.

Distraction - manifested in the fact that the child cannot deeply focus his attention, he is constantly distracted by something. Sometimes a child can be focused for a long time, but the slightest hindrance and he is distracted. Limit the child's excessive mobility during work that requires steady and focused attention. At home, parents do not need to create absolute silence for the student. It is necessary to teach to work attentively under the action of external stimuli: sounds, bright light, smells, quiet conversations. Internal distractions (strong emotions, extraneous thoughts, fantasies) also contribute to increased distraction. Therefore, during the performance of work, you should exclude everything that oppresses or overly excites, causes a feeling of resentment, fear, anger, offends dignity, stimulates the appearance of extraneous thoughts.

Absent-mindedness is of two types: imaginary (a person is so focused, immersed in his affairs that he does not notice everything else. distraction, is superficial). An absent-minded student cannot focus on the lesson for a long time and deeply; when doing homework, he cannot grasp the essence of the material he is studying. Absent-mindedness is formed by a person's life experience as a result of his improper upbringing. The fight against absent-mindedness should be carried out primarily through the formation of volitional qualities of the individual, by any work that requires concentration.

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