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PSYCHOPHYSIOLOGICAL CHARACTERISTICS OF PUPILS OF PRIMARY SCHOOL AGE WITH LEARNING DIFFICULTIES

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ABSTRACT

The main goal of primary education is to preserve and support the individuality of the child, his physical and mental development, the formation of the ability to learn. It is in elementary school that children begin to master a variety of activities and forms of activity, which later determine the style of behavior in the learning process. The school should build its influence on the child so that this style effectively helps each student to know the world and himself. To be able to learn means to be able to carry out learning activities independently and effectively. To be able to learn means to be able to choose types and forms of your own learning, calculate your strength, and use modern means and ways of getting information.

KEYWORDS: *Teacher, School, Psycho physiological, Pupil, Characteristic, Primary Education, Different.*

INTRODUCTION

What is a young pupil who has a difficult journey of learning under the guidance of a teacher, whose interest in learning has awakened by a teacher? The early elementary school age is a stage of a child's development that corresponds to the period of elementary schooling. Chronological boundaries of this age vary in different countries and in different historical conditions. These boundaries can be conventionally defined in the interval from 6-7 to 10-11 years, their specification depends on the officially accepted terms of primary education [4, 74]. The child's enrollment in school poses a number of tasks to the institution during the period of work with younger students: to identify the level of his/her readiness for schooling and individual features of his/her activity, communication, behavior, mental processes. Which will have to be taken into account during the training; to compensate possible gaps and increase school readiness, thereby

preventing school disadaptation; to plan strategies and tactics for the training of a future schoolchild taking into account his/her individual capabilities [5, 27]. The solution of these tasks requires in-depth study of the psychological features of modern schoolchildren who come to school with different “baggage” representing a set of psychological new formations of the previous age stage – preschool childhood. Each age stage characterized by the child’s special position in the system of socially accepted relations. Accordingly, children of different ages fill their lives with specific content – special relations with peers and a special, leading activity for a given stage of development. We would like to note that L.S. Vigotsky allocated the following types of the leading activity:

Infants– direct emotional communication;

Early childhood – manipulative activity;

Preschool children – game activity;

Younger schoolchildren – educational activity;

Teenagers– socially recognized and socially approved activity;

Senior schoolchildren – educational and professional activity [1, 328]. Entering school radically changes the character of the child's life. From the first days of school, there is a major contradiction – between the constantly growing demands that imposed on the child's personality, his attention, memory, thinking, speech, and the present level of development. This contradiction is the driving force of development in the younger pupil. As the requirements increase, the level of mental development pulls up to their level. Junior school age is a qualitatively peculiar stage of development of the child. Development of higher mental functions and the personality as a whole occurs within the framework of the leading activity at this stage (educational - according to D.B. Elkonin’s periodization), replacing play activity which was leading in preschool age. The inclusion of the child into educational activity marks the beginning of reorganization of all mental processes and functions [5, 48].

Certainly, not at once younger schoolchildren form the correct attitude to learning. They do not yet understand why they need to learn. Soon it turns out that learning is work that requires volitional effort, mobilization of attention, intellectual activity, and self-restraint. If the child is not used to it, then he gets disappointed, there is a negative attitude towards learning. To avoid this, the teacher should instill in the child the idea that learning is not a holiday, not a game, but serious, hard work, but very interesting, because it allows you to learn a lot of new, entertaining, important, and necessary. It is important that the organization of the educational work itself reinforce the teacher's words. In the beginning, he gets interested in the very process of learning activity without realizing its meaning. Only after the emergence of interest in the results of his learning work interest formed in the content of the learning activity, in the acquisition of knowledge. This is the basis and is a favorable ground for the formation of motives of learning of high social order, associated with a truly responsible attitude to learning activities. Formation of interest in the content of learning activities, acquisition of knowledge is associated with the experience of schoolchildren feeling satisfied with their achievements. In addition, this feeling supported by approval, praise of the teacher, who emphasizes each, even the smallest success, and the smallest progress. Younger students feel a sense of pride, a special lift of strength when the teacher praises them. The great educational impact of the teacher on the youngest students is

because the teacher becomes an unquestionable authority for them from the very beginning of their stay in school. The teacher's authority is the most important prerequisite for learning and education in the early grades [9, 151].

There is a functional improvement of the brain – the analytic-systematic function of the cortex develops; the ratio of excitation and inhibition processes gradually changes: the process of inhibition becomes increasingly stronger, although the excitation process still prevails, and elementary school students are highly excitable and impulsive [4, 70]. Learning activities in the early grades stimulates, first, the development of mental processes of direct knowledge of the world around – sensations and perceptions. Younger schoolchildren distinguished by sharpness and freshness of perception, a kind of contemplative curiosity [6, 152]. The most characteristic feature of the perception of these students is its low differentiation, where they make inaccuracies and errors in differentiation in the perception of similar objects. The next feature of students' perception at the beginning of primary school age is its close connection with the actions of the schoolchild. Perception at this level of mental development connected with the child's practical activity. To perceive an object for a child means to do something with it, to change something in it, to do something with it, to take it, to touch it. A characteristic feature of pupils is a pronounced emotionality of perception. With training, perception restructured; it rises to a higher level of development and takes on the character of purposeful and controlled activity. During training, perception deepens, becomes more analytical, differentiating, and takes on the nature of organized observation.

Some age specific features are inherent in the attention of elementary school students. The main one is weakness of voluntary attention. Possibilities of volitional regulation of attention, its control at the beginning of primary school age are limited. The voluntary attention of the younger schoolchild requires so-called close motivation. Whereas older students maintain voluntary attention even in the presence of distant motivation. They can force themselves to concentrate on uninteresting and difficult work for the sake of the result expected in the future, younger students can usually force themselves to concentrate only in the presence of close motivation: prospects to get an excellent mark, to earn praise from the teacher, to do the task best [8, 200]. Involuntary attention much better developed in younger school age. Everything new, unexpected, bright, interesting attracts pupils' attention by itself, without any effort on their part. Age-specific features of memory in the younger school age develop under the influence of training. The role and specific weight of verbal-logical, semantic memorization strengthens and the ability to consciously control your memory and regulate its manifestations develops. In connection with age-related relative predominance of activity of the first signal system, younger students have more developed visual-logical memory than verbal-logical. They remember specific information, events, persons, objects, facts better, faster and more firmly than definitions, descriptions, explanations. Younger students tend to remember things mechanically, without grasping the meaningful connections within the material they are remembering [3, 518].

The basic tendency of development of imagination in younger school age perfection of procreative imagination. It is connected to the representation of previously perceived or creation of images according to the given description, scheme, drawing, etc. The procreative imagination perfected by reflecting reality more and more correctly and completely. Creative imagination as

the creation of new images associated with the transformation, processing of impressions of past experience, combining them into new combinations, combinations, also develops [4,82].

Under the influence of training, there is a gradual transition from the knowledge of the external side of phenomena to the knowledge of their essence. Thinking begins to reflect the essential properties and features of objects and phenomena, which makes it possible to make the first generalizations, the first conclusions, to make the first analogies, to build elementary conclusions. On this basis, the child gradually begins to form elementary scientific concepts. Analytic-synthetic activity at the beginning of primary school age is still very elementary and is mainly at the stage of visual-actual analysis based on direct perception of objects [9, 198]. Junior school age is the age of sufficiently noticeable formation of the personality. It is characterized by new relationships with adults and peers, inclusion in a whole system of collectives, inclusion in a new type of activity –learning, which imposes a number of serious requirements on the student. All this decisively affects the formation and consolidation of a new system of relationships to people, the team, to learning and related responsibilities, forms the character, will, expands the range of interests, and develops abilities. In junior school age the foundation of moral behavior laid, there is an assimilation of moral norms and rules of behavior; the social orientation of the personality begins to form. The character of younger schoolchildren has some features. First, they are impulsive, inclined to act immediately under the influence of immediate impulses, motives, without thinking and without weighing all the circumstances, for random reasons. The reason is the need for an active external discharge with an age-related weakness of volitional regulation of behavior [7, 288].

Age peculiarity is also a general lack of will: the younger schoolchild does not yet have a great experience of long struggle for the intended purpose, overcoming of difficulties and obstacles. He or she can give up in case of failure; lose faith in his or her strength and impossibility. Capriciousness and stubbornness often observed. The usual reason for them is a lack of family upbringing. The child was used to the fact that all his desires and demands were satisfied and he never saw anything rejected. Capriciousness and stubbornness are a peculiar form of the child's protest against those firm demands, which the school imposes on him, against the need to sacrifice what he wants in the name of what is necessary. Younger schoolchildren are very emotional. Their emotionality reflected, first, in the fact that their mental activity usually colored by emotions. Everything that children observe, think about, and do evokes in them an emotionally colored attitude. Secondly, younger schoolchildren cannot restrain their feelings, or control their outward manifestation; they are very direct and frank in expressing their joy. Grief, sadness, fear, pleasure or displeasure. Thirdly, emotionality expressed in their great emotional instability, frequent change of moods, a tendency to affect, short-term and stormy displays of joy, grief, anger, fear. As the years go by, the ability to regulate ones feelings, to restrain their undesirable manifestations develops more and more [2, 14]. The elementary school age provides great opportunities for fostering collectivistic relations. In a few years, a junior high school student accumulates an important for his further development experience of collective activity – activity in the team and for the team. Fostering collectivism helps children participate in public, collective activities. It is here that a child acquires the basic experience of collective public activity.

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