

AGE-RELATED PSYCHOLOGICAL CHARACTERISTICS IN THE EDUCATIONAL SYSTEM

Kenjebayeva Klara Berdimuratovna*

*Senior Lecturer,

Department of general Pedagogy and Psychology,
Nukus State Pedagogical Institute named after Ajiniyaz,
UZBEKISTAN

Email id: guljaxanturebekova@gmail.com

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ABSTRACT

One of the hallmarks of educational activities is that the social status of primary school age leadership activities and junior high school student growth is also related to their psychology. Within the framework of instructional activities. Children of elementary school age are thought to be vital for their cognitive development. The characteristics of young students' attention, memory, and speech development, as well as their mental growth, are all a component of students' psychology. The development of self-confidence in young children is one of the key factors in the development of intellect. We can debate age-related psychological traits in the educational system in this article.

KEYWORDS: *School Children, Mental Acuity, Memory, Reasoning, Working As A Team, Age Psychology, Child Psychology.*

INTRODUCTION

Personal reflection: The proportion of self-respecting individuals considerably rises as children enter school. Children continue to develop the desire that everything has its own point of view when they are between the ages of 9 and 12. Additionally, they make assessments of their social importance, or self-esteem. It grows as a result of learning about oneself and thinking about people who value their opinions. Children typically perform well in school when their parents are treated with kindness, interest, and affection. However, by the time they are 12 to 13 years old, the child will have a fresh perspective, their self-esteem will no longer be tied to their successes or failures, and they will have a stable character. Today, self-esteem refers to a relationship in which one's perception of oneself stands in for an ideal self.

Small School Age Is The Completion Of Self-Awareness: This refers to introspection from a cognitive standpoint. The youngster starts to consider the reasons why he believes what he does. There is a mechanism for using logic and theoretical knowledge to rectify one's own thinking. As a result, the child is able to hold onto and subdue the aim of a fair goal. The capacity to retain and recall knowledge from memory increases during the academic years. Children are better at remembering information and planning how to apply it.

Mental Development: Age 7 to 11, intelligence the phase of clear thinking is the third stage of growth. The child's thinking is constrained to issues involving certain real-world things. Children make mistakes, especially frequently, and guess the outcome. As a result, the original hypothesis'

authors reject the new ones without altering their position. Decentralization gives way to the capacity to simultaneously pay attention to several characteristics, correlate them, and take into account multiple facets of an object's or phenomenon's condition. Additionally, the youngster gains the capacity to discern subtle changes in the object.

Science-related ideas are established while pupils are in primary school. They do not appear in the "space," but they have a significant impact on how verbal-logical thinking develops. Children must have properly developed everyday notions in order to understand them. These ideas should be of preschool age, and each kid will continue to discover them independently based on his or her own experiences. The Daily Concept is the higher awareness, higher self-esteem, higher scientific-higher and lower level of focus. As one gains scientific mastery, their focus shifts from generalizations to specific things. Being able to speak about the fundamentals of conjectural or theoretical thinking about the growth of primary school students is made possible by the ability to study the system of scientific notions. The learner can solve difficulties by using theoretical thinking, which is informed by internal, significant properties and relationships rather than external, physical signals and relationships of objects. Other mental abilities must first develop before others can. If preschool children are characterized by an analysis of perception, by the end of primary school age; there is a synthesizing perception with appropriate training. The secondary school student is included in the educational activities of social significance, the results of which are evaluated by close adults at a high or low level. The assessment of a child from school activities as a good or bad pupil directly depends on the development of his personality during this period.

The motivational sphere is the core of the individual. Having an internal position at the start of school, the pupil wants to study. And well, perfect your learning. The notion of getting better marks plays possibly the most significant role among the different social motives for education. A small student's good grade serves as additional source of inspiration, assurance of his emotional stability, and cause of pride. Learning and cognitive incentives, or the reasons for self-improvement, are significant components of cognitive motivation.

There are suitable conditions for the development of theoretical thinking and consciousness in education and on this basis at a sufficient degree of intellectual development. At this age, the child starts to comprehend the moral justification for actions, the significance of conflict situations, and the relationship between himself and others. They also start to clearly understand how they relate to others, gradually entering the conscious stage of the formation of equality. Psychological traits of an elementary school student:

1. The crisis is the time when a 7-year-old youngster is developing their social "I." A reevaluation of values, a generalization of experience, the birth of a child's inner existence, and a semantic framework focused on action—all characteristics of the crisis—were caused by the loss of childhood.
2. Early years of schooling social status of development. With the child's entry into the school, the development created a new social condition. The educator becomes the focal point of the social development state. Social stratification negatively affects their psychological well-being.
3. Participate in an educational activity as a leader. Young leadership in primary school so becomes A Teaching Tool: A unique kind of student activity called an educational activity aims to change you as a subject of study. The topic of each activity defines it. The subject of

educational action becomes confused with itself for the first time as it changes during the course of its work or "in itself."

Relationships with Peers: Children start spending more time with their classmates at the age of six, nearly invariably with the same sex. Over time, compliance has risen, peaking 12 years ago. Popular kids typically adapt well, feel at ease around their peers, and are able to work together. One match. The game is still played extensively by kids. It fosters feelings of cooperation and competitiveness, and terms like treason, equality, leadership, subordination, loyalty, and betrayal take on personal significance. Children create hidden societies, clubs, secret cards, encryptions, passwords, and unique rituals as part of the game's social coloring theme. It is feasible to master the rules enacted in adult society thanks to the roles and norms of the children's society. Games with friends between the ages of 6 and 11 require the most time.

Emotional Development: From the first day of school, a child's emotional growth depends on his increased exposure to experiences outside the family. The concerns of the child reflect how they perceive the environment and how big it is right now. Other, more conscious fears have taken the place of the mysterious and fictitious ones of past years, including those related to teachings, injections, natural phenomena, and peer relationships. Anxiety or anxieties are two different types of fear.

Motivation is the first factor in instructional activity. Political incentives are present in educational activities; these motivations are interrelated and varied. Among these are the incentives that, if developed by the student, will make his or her academic work relevant and successful, and which best match the educational tasks. They refer to these as the justifications for learning and knowing. They are founded on the need for education and for personal growth. This is an interest in the subject matter being studied as well as the activity's methodology—the ways in which the outcomes will be attained—on the content side of education. The process of learning activities should be motivating for the youngster as well as the end result. This is also a form of self-improvement, which is a factor in one's ability to grow and develop.

The child learns the most typical ways of acting in the second component-learning task, which is a system of tasks. Children accomplish a variety of distinct activities and discover a common approach to accomplishing them. The instructor initially supervises the task of instructing pupils. But with time, they start to exert some control over it, partially on their own and partially through teacher-guided study. It is impossible to implement educational activities fully without self-control. Growth of mental abilities: Early in the school years, a method of thinking takes center stage. As a result, cognitive processes are actively developing and recovering. In contrast, the mind is what controls the growth of other mental activities.

In conclusion, Strong-willed character characteristics like Independence, perseverance, and endurance are formed by the conclusion of the elementary school years. The child will pay attention to the moral side of behavior in public areas, and the masters will be more accurate in their behavior and comprehend the norms of behavior in different houses at this age. In the age range of 8 to 10 years, there is a severe motivational crisis near the conclusion of primary school that is linked to the desire to move up socially for academic, worn-out, and significant reasons. Young school age is defined as being between the ages of 6-7 and 10–11 years old, and it includes traits like strong sensitivity, hospitality, self-esteem, internalized goals, self-control, and contemplation.

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