

## PSYCHOLOGICAL CHARACTERISTICS OF STUDENTS OF YOUNGER SCHOOL AGE AND ADAPTABILITY TO SCHOOL EDUCATION

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### Annotation:

Psychological readiness for education refers to the child's compliance with the demand of the school, both objective and subjective. It is psychologically prepared for school education first, consequently, its psyche develops enough to acquire knowledge, is distinguished from children of other ages by the pungency, clarity, purity, accuracy of the perception of a child of this age, his own curiosity, sociability, benevolence, believability, brightness of his imagination, strength of memory, clarity of thinking.

**Keywords:** small school, subordination of motives, moral norms, educational activities , educational assignments, educational behavior, self-control ,self-assessment, Cognitive-Affective.

The period of junior school age includes students of elementary (I-IV) classes 6-10 years old. The child is prepared for school education when he is being brought up in kindergarten. In doing so, he gets to know the different requirements that are poured into students at school, being biologically and psychologically ready to learn the basics of science. Psychological readiness for education refers to the fact that the child is objectively and subjectively worthy of the demand of the school. It is psychologically prepared for school education first, consequently, its psyche develops enough to acquire knowledge, is distinguished from children of other ages by the pungency, clarity, purity, accuracy of the perception of a child of this age, his own curiosity, sociability, benevolence, believability, brightness of his imagination, strength of memory, clarity of thinking. In a child preparing for school education, attention is relatively long-term and conditionally stable. Features of the child's attention are seen in role-playing and plot games, drawing and construction-making activities, making toys from clay and plasticine, perception and understanding of other people's speech, solving mathematical actions, listening and composing a story. The child has a certain level of skills in directing, accumulating, distributing his attention to a particular object, seeks to control his own digression and accumulate it at a time when it is necessary. His memory will be interesting, wonderful-unusual, will be able to thoroughly Remember, remember, recall information and events that will surprise a person. Until this period, having mastered this or that information directly under the guidance of an adult, he will try to collect the necessary information of his own free will, set himself a specific goal and task. This activity of the child means that his memory has developed to a certain extent. The fact that he repeats many poems, stories and fairy tales in order to remember them, uses the most convenient ways and methods of memorization is very applicable to him in the educational process, although a first grader often organizes cognitive activities, relying on vivid figurative memory, this work does not negate other types of memory, on the contrary, education dictates the memory of Understanding the meaning of the existence of word-logic memory provides a wide opportunity for an increase in the effectiveness of the memorization process. From experience it is known that a child has the property of remembering meaningful concepts somewhat

faster and more firmly than meaningless words. His speech will be enough to engage in communication with adults at the stage of preparation for school education, to absorb and correctly perceive people's thoughts, and the structure of his speech will be enough to exchange ideas in terms of content, logically consistent, expressive, quantitative and qualitative terms, consistent with the rules of grammar. He is able to understand information about what he heard and saw. He is able to state information in a certain order, makes appropriate use of operations of mental activity (compares them, clarifies them, divides them into groups, summarizes them, tries to make judgments and conclusions the educational process, in which the research of satirical psychologists is rationally organized, intensively develops the thinking of children of this age. For example, they master scientific concepts related to linguistics, physics, mathematics, draw up simpler issues, can perform lighter exercises, strive for creative and responsible thinking. When we talk about the psychic readiness of a six-year-old child, we often mean the level of psychic growth, which, according to a certain plan, serves as the basis for an orderly, multifaceted goal-oriented, mutually logically connected, consistent primary education. Also, for education, in addition to the level of psychic growth, it is advisable to take into account such factors as differences, conditions, specificity of the child's marriage and activities, his health, his training in a methodological way, his mastery of simple skills. All of the above is an objective of the child's psychological readiness for school education. His desire to study at school, his desire, his desire to enter into communication with older people are inextricably linked with this preparation. By this period in a child, a correct idea of reading, acquiring knowledge is formed. He realizes the duties of the members of the school team and is inclined to obey them, to fulfill their instructions. But since children are not all the same, important differences arise between them. Some child taps to school with his whole body, constantly counts how much time is left for study, tries to prepare the O'kov items earlier. And another child will go from school to strict waiver. A negative attitude towards reading often arises as a result of adult intimidation. Also, the statements of brothers and sisters about difficult school experiences and situations, forcing children to prepare more lessons at home also evoke a negative attitude towards reading. Have a negative attitude towards reading

When organizing educational work at school, taking into account the anatomical and physiological characteristics of children of younger school age, the level of physical maturity is a guarantee of success. A primary school student grows biologically-relatively harmoniously, develops in proportion to his height and weight, the size of his lungs. However, the bones of the child (chest, pelvis, hand bones), as well as cartilage tissues are still found in the spine, which indicates that his bone system has not been improved. The heart muscles grow rapidly, the diameter of the blood vessels becomes slightly larger, the weight of the brain is 1250-1400 grams in primary classes. The analytical-synthetic activity of the cerebral cortex is improved, the relationship between excitation and braking changes, but excitation acquires a relative advantage. Therefore, it is necessary to take care of the correct growth of the child, prevent exhaustion, strictly observe the mode of study and also taking. School

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