

## DEVELOPMENT CHARACTERISTICS OF COGNITIVE PROCESSES IN PRIMARY SCHOOL STUDENTS

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### ANNOTATION:

This article provides detailed information on the developmental characteristics of cognitive processes in primary school students. There were also discussions on how to better manage and improve students' abilities.

**Keywords:** *primary education, student, cognitive, memory, methodology, speech.*

The learning process at school involves not only the acquisition of a complex system of knowledge, the formation of many educational and intellectual skills, but also the development of the cognitive processes themselves - attention, memory, thinking, abilities and personality of the child. However, in most cases, knowledge and skills themselves are the end result of successful reading. As a result, each new, higher-level learner faces great challenges in mastering and using new learning material. The main reason for such difficulties lies not only in the gaps in the previous stage of training, but also in the fact that cognitive processes do not develop spontaneously, are not ready to pose and solve new, more complex problems, understand new learning material, justify the found solution, express their opinions. In order to contribute to the successful assimilation of learning material at each age stage and in each subject, it is necessary to achieve at an early stage of development of the system of cognitive processes that provide the opportunity for successful assimilation. This applies equally to the development of perception, attention, memory, imagination, thinking and speech.

All cognitive processes form a single system, which can be called an intellectual system in general, and it simultaneously focuses on new things, understands and remembers the learning material. In this study, we will look at how the above cognitive processes develop in the primary school age, what are their age characteristics and features.

The main type of attention at the beginning of the session is involuntary attention, the physiological basis of which is the Pavlov-type directional reflex - "what is it?" The child is still unable to control his attention; the reaction to new, unusual things is so strong that it distracts, immediately impresses. Even when attention is focused, small school students are often unaware of the basics and the main thing, distracted by distinct, striking, noticeable characters in things and events. In addition, children's attention is closely linked to thinking, so it can be difficult for them to focus on incomprehensible, meaningless material. In the formation of voluntary attention, it is important to clearly organize the child's behavior externally, to inform him about such patterns, to show the external means that begin to guide his external consciousness. For example, cardboard chips are used in targeted phonetic analysis. The precise sequence of their placement draws children's attention, helping them to concentrate.

A child's self-organization is the result of an organization that is initially established and managed by an adult, a teacher. A common direction in the development of voluntary attention is the transition of a child from achieving a goal set by an adult to setting and achieving their own goals. Even a young student's voluntary attention is unstable because he or she does not have the means to self-manage. This instability occurs in the weakness of the ability to distract, in easy distraction and satiety, in rapid fatigue, in difficulty in shifting attention from one thing to another. On average, a child is able to concentrate in 15-20 minutes, so teachers resort to various types of educational work to neutralize the listed features of children's attention. In addition, psychologists have

found that in grades I-II, attention is more stable when performing external actions, and less stable when performing mental actions.

This feature is also used in pedagogical practice, replacing mental activity with material and practical (drawing, modeling, singing, physical education). It has also been found that children are more likely to be distracted if they perform simple but identical actions rather than solving complex problems that require the use of different work methods and techniques. The development of attention is also related to the expansion of its volume, its ability to disperse. Therefore, in the lower grades, paired tasks are very effective: by controlling the neighbor's work, the child becomes more attentive to his or her own work. N.F. Dobrin's attention was drawn to the fact that small school students are very busy when they are fully engaged in work, when work requires maximum mental and physical activity, when emotions and interests are acquired. will be flattened and stable.

At the primary school age, perception of space and time is associated with great difficulty, although it varies from class to class. Most children, for example, exaggerate the length of a minute, and when they feel a big time (5, 10, 15 minutes), they exaggerate the real time. This is due to the lack of a time reflex and what the child's time is full of. There is a tendency to interpret and interpret the plot in the perception of the plot image, although a simple list of the objects depicted or their description is not excluded. In general, the development of cognition is characterized by an increase in arbitrariness. Where the teacher teaches observation, if the child pays attention to the different properties of the objects, the children in general will be better oriented both in reality and in the learning material.

Memory is also characterized by involuntary behavior. It is easier to remember what the child is involved in, what he or she is directly involved in, as well as what his or her interests and needs are directly related to. Changes in memory development are primarily related to the fact that the child begins to understand a specific mnemonic function. He distinguishes this task from other tasks (and in preschool he did not separate it at all or did it with difficulty).

At primary school age, the child learns the technique of memorization. Initially, school children use the simplest methods - long-term review of the material, repetition of the material into parts that do not usually correspond to semantic units. Self-monitoring of recall outcomes is done at the level of recognition: for example, a first-grader looks at a text and believes he or she remembers it because he or she is experiencing a sense of familiarity. Only a few children can independently switch to more sensible methods of voluntary memorization, most of which require special training, the main focus of which is to form meaningful memorization. This involves dividing the material into semantic units, semantic grouping, semantic comparison, etc., as well as the use of external memorization tools. Another aspect of developing children's memory is related to the formation of timely distributed reproduction techniques, self-management techniques, and more. It should also be noted that young students memorize visual material better and worse verbal material. In oral material, they better remember the names of objects and more difficult - abstract concepts.

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