Features of the Development of the Intellectual Potential of the Primary School Student

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Annotation: This article describes the most important achievements in the development of primary school students in the context of educational activities and provides information on which new psychological structures will be decided, which will be the basis for development in the next age.

Under the influence of teaching, a reconstruction of all cognitive processes takes place in primary school students. This is a period of rapid development and qualitative change of these young cognitive processes, which are of an indirect nature and are understood and voluntary. Students gradually begin to master their own mental processes, learning to control attention, memory, thinking.

Keywords: intellectual potential, elementary school, didactic games, didactic game technologies, didactic game lessons, pedagogical task, innovative educational technologies.

This article examines the age characteristics of primary school students on the basis of the analysis of pedagogical and psychological literature, identifies the features of the development of the intellectual sphere of primary school students.

At present, the development of the intellectual sphere of the school student is a topical problem of teaching theory and practice. The state primary education standard states that by the end of reading, primary school students should be able to analyze words, phrases, problems, compare text, events and things, generalize, classify, and so on. However, it should be noted that the study of the intellectual learning of primary school students has been conducted in isolation from mental processes such as motivation, volitional cognition, and so on[2].

From the point of view of the integrity of the child's mental and personality characteristics, it is necessary and important to address the problem of formation of intellectual skills on the basis of the study of the general characteristics of the primary school student. At present, there are well-known and well-developed studies on the study of the laws of the processes of teaching, educating and developing primary school students, including K. Kasimova, R.A. Mavlonova, E. Yangibaeva, N.U. Bikbaeva, M. Akhmedov, M.Jumaev, R.Ibragimov, M.Zaynitdinova, Q.Abdullaeva, X.G'ulomova, M.G'ulomov, A.Bekmurodov, A.G.Grigoryants, Sh.Mirzaxmedova, Z.G.Tadjieva, R.I. We can cite the works of Sidelnikova, M. Khaydarov, H. Sanakulov, I. Makukhina, F. Kasimov and others.

The analysis of pedagogical and psychological literature allowed to distinguish a number of features of primary school students, including:

➢ the formation of learning motives, its sensitivity to the needs and interests of sustainable learning;

➢ Development of productive methods and skills of educational work, "reading skills"; reveal individual characteristics and abilities; self-control, self-organization, and self-education; adequate self-assessment; mastery of social norms; moral development, its sensitivity to the

development of communication skills with their peers. Since the characteristics of the primary school student are well known in modern science, we consider it expedient to focus on the characteristics of them within the scope of the research topic[3].

Along with the leading types of activities (play, work, communication) in the primary school, educational activities are also considered H. Sanakulov, I. Makukhina and others. Particular attention is paid to this age, that is, at the same time the main components of educational activities: learning efforts, control, self-education. R.Sunnatova and other researchers imagine learning activities as a combination of several components: learning problem, learning effort, self-monitoring, and self-assessment. In other words, in the process of learning activities, primary school students not only acquire knowledge, but also learn to set goals (learning problems), find ways to master and apply knowledge, monitor and evaluate their own efforts.

Researchers point out that primary full learning begins when one learns oneself, when one acquires learning activities. It identifies very important changes in the development of the psyche of primary school students, in the intellectual potential of students. A number of studies by psychologists have been devoted to studying the development of attention in primary school students. Attention is defined by many of them as the conscious or unconscious selection of one type of information coming from the sensory organs and the disregard for another type of information[6]. When the learning process is organized correctly, the following qualities of attention are improved: stability, repetition, distribution. In studying the characteristics of this psychological process, we noted that the voluntariness of attention develops along with the characteristics listed above, and goes from the performance of adult goals to the student's own goals and controls their implementation, ie a high level of voluntary attention ability to follow[4]. R.Ibragimov's researches show that analysis, comparison of objects, separation of important features, main, main thing in the read material,

classification of objects into groups, identification of cause-and-effect relations and other types of thinking activities should be carried out in a deep set of relevant objects and events, impossible[3].

As P.Ya. Galperin points out, attention is control in the form of mental, abbreviated, automated effort that is formed during the reading process. According to his theory, the formation of attention consists of self-control in the process of the gradual formation of mental effort. This scientist proposes the following algorithm for attention training:

1. Determining the specific content of control.
2. Give students a system of control commands.
3. Find the initial effort of control.
4. Selection of a system of tasks that will ensure the improvement of efforts on all identified indicators.
5. Ensuring the transition of the effort to the mental realm, its gradual shortening and automation.

Research under his leadership proves that the formation of attention as a self-control in the learning process also includes the teacher's ability to properly organize student activities. In the works of AI Leontev a special place is given to the formation of attention: "To pay attention to the student, to educate his attention - is, first of all, to organize the required activities in him to educate the student of certain types and forms." In modern science, the attention of primary school students has been proven to be involuntary, unstable, and limited in size. We partially agree with this statement of the issue, because the attention of second, third, and fourth graders is very different when it comes to goal-oriented work[5].

The formation of voluntary attention has a special place in the development of students, and it requires constant practice, willpower, motivation and organic interaction with other cognitive processes. Accordingly, taking into account these characteristics, specially organized conditions provide the basis for the successful formation of attention at different stages of the primary class.

R.Sunnatova uses a variety of methods in the development of attention at different stages of

education: comparing the properties and quality of things and events, the use of tasks to develop different types of thinking, including creative tasks, games, games to identify new hidden properties of things, etc. gives a special place.Th e study of the memories of primary school students is aimed at developing their logical, rational memory of the material, the research of AA Smirnov and others. These authors found that it is still possible to effectively develop voluntary and conscious memory at a young school age. In this case, the basis of logical memory is the process of thinking that comes as a means of remembering. Thoughtful methods of memorization can include the separation of spiritual bases, planning, spiritual comparison, and so on[7].

The general theory of psychological activity aimed at the study of memory is widely popularized, it was found that efforts are better remembered than thoughts, and among the efforts associated with overcoming obstacles, including the obstacles themselves, are better remembered.

According to the scientist, text memorization goes through a number of stages: simple multiple reading for the first stage, a certain diversity in reading for the second stage, and for the third stage, the reader puts the problem independently and uses reading consciously to solve it. We believe that the different methods and techniques of teaching that are being studied, including the basic method of logical memory, are of particular importance[6].

These include these special methods of memorization: reading control questions, studying material to search for answers to questions posed, and so on. It is important to note that the teacher plays an important role in this, it forms an activity that helps students to memorize the material over a period of time and helps them to remember. It should be noted that the memory of children of this age is mainly visual-figurative, so the bright and interesting material is better remembered. VVDavydov, DNBogoyavlensky, P.Ya.Galperin, Z.I.Kalmikova, N.A.Menchinskaya and others were engaged in checking the development of thinking in the process of learning activities in primary school students. These scientists have proven that elementary school students have serious opportunities for abstract thinking.

Representatives of various scientific schools were interested in the issue of intellectual development of the child, and the common problem was to identify and reveal the connection between the development of the child's psyche and its teaching and upbringing. A striking representative of one such school is J. Piaget. This scientist developed the theory that mental development is not dependent on teaching. According to this theory, intellectual development is presented as a process that is subject to the laws of nature - a type of maturation, while learning consists only in the external use of opportunities that arise in the process of development.

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