

A young student vaccines bilateral relations and psychological characteristics of primary school age

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ABSTRACT

The article focuses on issues such as the full development of brain structure and neural mental processes in children for school, the development of visual motor coordination and fine motor skills, high productivity of logical thinking .

Keywords : Little school period , psychological features , emotional process , emotionality

Introduction

The small school period lasts from 6-7 years to 9-10 years. His psyche develops to the point where he acquires knowledge. One of the important characteristics of a child of small school age is that he or she has specific needs. These needs, by their very nature, are not only aimed at acquiring certain knowledge, skills and competencies , but also at reflecting the desire to learn . At the heart of these needs is the child's desire to have his own portfolio, personal learning tools, a desk, a bookshelf , to go to school every day as an adult. This need is of great importance in the formation of the child's personality, as well as in his socialization.

During this period, the child becomes biologically and psychologically ready to learn the basics of science. According to physiologists, by the age of 7, a child's cerebral hemispheres will have developed to a certain extent. However, at this age, the special parts of the human brain that respond to complex forms of mental activity, such as planning,

managing, and controlling, are not yet fully formed. (These parts of the brain can develop at age 12.) The lack of formation is evident in the behavior, organization of activities and emotional spheres of children of primary school age.

Main part

Some 6-year-olds step on the threshold of school at the request of their parents before they are ready for school. Unfortunately, mental and emotional stress during reading can lead to various illnesses and defects in physical and mental development. In such children, first of all, there is a complete lack of brain structure and neural mental processes for schooling, lack of development of visual motor coordination and fine motor skills, low productivity of logical thinking. In addition, the lack of motivation, willpower, especially voluntary attention and memory, problems with voluntary control of behavior, in short, the lack of formation of the "student's inner position" are not successfully developed by children who are not ready for school adversely affects the flow. Educators, parents, should also pay special attention to the neurophysiological laws of human brain development when thinking about the benefits or harms of sending children to early school. Teaching a child to read, write, and count early can strain his or her cognitive processes, leading to a lack of brain power needed for a child's emotional development. This leads to deficiencies in the passage of children's emotional processes or physical development. In this case, the energy distribution force a violation has occurred, it is 7 - 8 years of fear, aggressiveness or hyperactivity condition. This is not to say that it is not necessary

to prepare a child for school, but that a child's mental development cannot be achieved by teaching him to read, count, and write early. It is well known that according to the law of development, any development goes from visual imagery to abstract logic. If a child is not yet mentally, spiritually ready to read, and is taught to read and write letters and numbers, mental development will go in the opposite direction. According to psychologists, the laws of mental and evolutionary development are as inviolable and universal as the laws of physics. Summing up the above points, it is possible neurophysiological willing to read carefully and in accordance with the required number of processes in the brain 7 - 8 years of age (mental age higher than in children six years old) is formed. At this age, the child is ready for 45 minutes of mental work.

The beginning of schooling coincides with the third physiological crisis, which occurs at the age of 7 years (rapid endocrine changes in the child's body associated with rapid growth of the neck, enlargement of internal organs, vegetative changes) will give).

6-7 years old the child is ready for school, "*I want to*" motive "*I need to accomplish the*" motive, he can stun you. School from the first grade every student mental stress in our lives. It is not only his physical health, but also actions and, for example, an increase in fear to a certain extent, manifested in a decrease in volitional activity.

The cardinal changes in the system of social relations and activities of the child coincide with the changes in all systems and functions in his body, requiring the child a strong tension and the need to make full use of their inner potential. These changes in a child who is ready for school do not lead to negative consequences, but rather help him to successfully adapt to new conditions. The

teacher's attitude style has a direct impact on the student's activity.

Children of small school age are easily distracted, unable to focus on one thing for long periods of time, and are impressionable and emotional. The onset of schooling coincides with the second physiological crisis, which occurs at the age of 7 years (sudden endocrine changes in the child's body associated with rapid neck growth, enlargement of internal organs, vegetative changes) will give). The cardinal changes in the system of social relations and activities of the child coincide with the changes in all systems and functions in his body, requiring the child a strong tension and the need to make full use of their inner potential. Changes in this Age do not lead to negative consequences, but rather help him to successfully adapt to new conditions. The teacher's attitude style has a direct impact on the student's activity. There are basically three different types of student activity in a small school age: physical, mental, and social activity. **Physical activity** is a natural need of a healthy organism to overcome various existing obstacles to movement. Kids this age are extremely active. This physical activity is also related to the fact that the child is interested in the things around him, trying to learn them. The physical and mental activity of a child is interrelated. Because a mentally healthy child is active, and a tired, depressed child is not interested in almost anything. **Mental activity** is a normally developing child's interest in knowing the objects in the world around him, human relationships. Mental activity also means the child's need for self-knowledge. A child who comes to school for the first time has a number of difficulties. First of all, it is difficult for them to obey many school rules. The most difficult rule for an elementary school student is to sit quietly during this

lesson. Teachers try to keep students quiet all the time, but only a sedentary, passive, low-energy student can sit quietly for long periods of time during class.

From the first days of first grade, a child faces a number of challenges that must be overcome. These challenges include: mastering school life, creating and adapting to a new agenda, joining a class that is new to her, adopting rules that limit her behavior, building a relationship with a teacher, and adopting a family relationship. In such situations, adults, i.e. teachers and parents, must help children.

It is difficult for a child who is coming to school for the first time to fully understand himself or herself and to know his or her behavior clearly. Only a teacher can set standards for a child, evaluate their behavior, and create conditions for them to adapt their behavior to others. In the primary class, students accept the new requirements and conditions set by the teacher, as well as try to fully comply with their rules.

Changes in the pace of development of boys and girls are maintained. Girls outperform boys in all aspects of development. **The main activity of children of small school age is reading.** The role a child attends in school, in his or her psychological development, and in his or her behavior is enormous. During this period, the rules of moral behavior are mastered, the social orientation of the individual begins to find content.

The moral consciousness of students of small school age undergoes significant changes during the first and fourth grades of reading, and moral qualities, knowledge, and imagination are considerably enriched.

The child learns to act on the basis of human traditions under the guidance of a teacher in educational activities, exercises his will to

achieve learning goals. Learning activities create new conditions for the development of a child's behavior by requiring the child to develop speech, attention, memory, imagination and thinking at the required level. The small school period is a period of transition to perceived and voluntary behavior. It is a period when the child learns to actively self-manage, to organize his activities according to the set goals. The emergence of new forms of behavior in the early school years is directly related to learning activities. No teacher requires a child coming to school for the first time to solve arithmetic examples and problems that he or she did not teach, but unfortunately, many teachers require them to read diligently, to be organized, responsible, and strictly disciplined. However, these skills emerge only after the teacher has been taught certain habits and skills.

The ability to move voluntarily is formed throughout the entire small school period. Voluntary behaviors, such as the higher form of mental activity, are governed by the basic law of their formation. According to him, new behaviors occur primarily in the general activities with adults, the child learns the possibilities of organizing such behaviors, and only then it becomes a way of individual behavior of the child. Adults teach children the rules of good reading, play, walking, and other activities in order to allocate their time practically correctly. This means that in the family, the child takes on a new role that he or she can count on and consult with. The small school period is a period of positive change and renewal. Therefore, the level of success of each child at this stage of development is very important. If at this age the child does not feel the joy of learning, learning skills, friendship, his own opportunity and if they are not confident in their abilities, it will be more difficult to carry out

these tasks in the future and will require high mental and physical stress from the child.

During this period, the child, "*I want to*" motive "*I need to accomplish the*" motive, he can stun you. School from the first grade every student mental stress in our lives. It is not only his physical health, but also movements, ya ' An increase in fear to a certain extent is manifested in a decrease in volitional activity .

By this time, the child will have achieved certain results in his interactions with those around him, will know exactly what he wants, as well as his place in his class and family. He will also have self-management skills and will be able to act according to the situation and situation. This young children's actions and motives according to their estimates, "*I am a good boy*" , but this is not behavior that others before them according to what appear to be begin to understand. If a child experiences uncertainty in school and does not understand the meaning of adult behavior, then imitation develops. A child's imitation can be voluntary or involuntary. Involuntary imitation leads to mastering the behavior of the teacher and classmates. In doing so, he takes on the behavior without realizing it. It should always be kept in mind that a child can involuntarily imitate not only beautiful and necessary things, but also various negative appearances and situations. Voluntary imitation requires volitional tension. In such situations, the child performs this or that behavior in a goal-oriented way, trying to adapt these behaviors to the rule, the model standard. Through the voluntary imitation feature in the child, the teacher can develop effective social habits and traits in them. In any behavior and activity, the teacher evaluates the child, and the student learns to self-assess on the basis of this assessment.

The child's attitude towards the teacher is positive even if he is upset with a bad grade, and his confidence in him is maintained. In grades 3-4, students tend to take a position among their peers and classmates, relying on the opinions of their peers.

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