

The Role of Reading in the Development of Children's Psyche in Early Childhood

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Annotation: The article argues that the characteristics of the reading process serve as a basis for the further development of the child. Schooling enables children to develop their learning needs quickly and to acquire quality content, to develop an active interest in the world around them, and to acquire new knowledge and skills. It is based on scientific evidence that a child gradually begins to master his mental processes and learn to control his perception, attention and memory.

Key words: Learning activities, children's psyche, mental work, school, educational content, guidelines, impressions

Learning activities determine the changes in the mental development of children in primary school. A child who comes to school for the first time does not fully understand the essence and purpose of his activity, but knows that everyone should go to school. Diligence, following the instructions of adults, will start training with. After a while, as the impression of happy moments diminishes, the outward signs of school lose their significance and the child realizes that reading is a daily mental labor. Then, if the child does not have the ability to work mentally, he becomes discouraged from reading, there is a feeling of despair, and the teacher to inform the child about the difference between education and the game, the fun to prevent such a situation. and should prepare him for this activity. The characteristics of the learning process are the basis for the child's future development. Schooling enables children to develop their learning needs quickly and to acquire quality content, to develop an active interest in the world around them, and to acquire new knowledge and skills. Gradually, the child begins to master his mental processes and learn to control his perception, attention, and memory.

A small school-age child has a good emotional relationship with a teacher. Until now, he has mastered this or that information under the direct supervision of an adult, but now he voluntarily tries to gather the necessary information, to set clear goals and objectives. This activity of the child means that the memory is developed to a certain extent. A well-organized educational process will rapidly develop the thinking of children of this age. A child this age learns more than any other age. School education changes a student's lifestyle, social status, place in the classroom, and family environment. Its mission is to study, to acquire knowledge, to acquire skills and abilities. Small school age students' learning activities are governed by a complex multi-level motivational system. Learning Motives show why students are learning. Social motivations predominate in children entering the first grade of school. These motives are related to the acquisition of a new position among others, to socially significant and evaluated activities. But by the end of first grade, most students are starting to feel irresponsible about their school responsibilities. There are several reasons for this: 1) The child is now a student, the desire to be a student is satisfied. There is nothing that you can do to help ease the way. 2) The social status of the student is not determined by the content of the educational activities provided to them at school. The new curricula are based on a completely new approach to the content and organization of education and serve to develop children's learning motivations by unlocking the Young Opportunities of Small School Age Students. The content of education is inextricably linked with the student's interest in learning, a sense of satisfaction with the results of their intellectual work. This feeling is stimulated by the teacher and develops in the student the desire, desire and enthusiasm to work more effectively. A child's sense of pride and self-confidence contributes to the development

of knowledge and skills. The process of teaching children of primary school age, the main components of educational activities:

begins with an introduction to learning issues, learning situations, learning activities, monitoring and evaluation (according to VV Davidov). In this regard, it is important that all subjective actions are carried out in an environment conducive to mental development. Student learning is the process of solving a system of learning problems. At the beginning of school, students of primary school age do not know how to ask and solve problems independently. This task is initially performed by the teacher. Gradually, students will begin to acquire the skills and competencies needed to set and solve learning problems themselves. This is an important stage in the formation of independent learning. Separating learning issues can be a challenge for elementary school students. Therefore, at the end of each lesson, the teacher should take time to determine how the students understand the meaning of specific tasks. "What did we learn in class today?" a question like this will help children understand that they have learned to count, add, or subtract, not just draw lines in a notebook and color the circles. If a child does learning activities incorrectly, it indicates that he or she does not know the learning activities related to monitoring and evaluation, or does not master them well. The ability of a child to compare the results of his or her independent actions with the characteristics of his or her own behavior indicates that he or she has developed a certain level of self-control. As a leader in small school, reflection is primarily concerned with learning activities, monitoring, and evaluation. The internalization of these movements allows the student to approach the skills and abilities they are developing independently. For a long time, little attention was paid to organizing the learning activities of students of primary school age as a community activity. The process of acquiring knowledge is considered an individual process. As a result, in pedagogical psychology, it is believed that students' independent thinking and independent activity can take place only in individual forms of work. However, in recent years in the countries of the former Soviet Union, as well as in the work of leading teachers in countries such as Poland and Germany, group learning activities have been confirmed to ensure maximum activity and independence in the classroom for each student. Research in recent years has made significant changes to the traditional understanding of independence of thought as an activity. Group learning activities based on the mutual control and responsibility of students have been found to create favorable conditions for the development of independent thinking.

Well-known psychologists and educators have argued that it is important to create the conditions for the independence of the primary school student. One of these conditions is the organization of learning activities as a group activity in the initial period.

A team can only be considered a team if it has the following characteristics:

1. If the teaching task given by the teacher or a separate microgroup is accepted for equal performance.
2. When any work is done together with the division of responsibilities.
3. Existence of mutual control and responsibility.
4. Organize the distribution of work and control the progress of the students themselves.

In frontal work (lectures, storytelling, frontal surveys, etc.), the teacher tries to influence the whole class equally. In this case, communication with the student is initiated by the teacher, but in very small quantities. In individual work (independent work with the textbook, for example, problem solving, exercises, etc.) there is no direct communication with the teacher. In this case, communication with the student is often not allowed or restricted. Teamwork in the classroom is important for developing students' full independence and activism. At the same time, students gradually open up new opportunities for themselves as subjects of educational activities. In this process, the student tries to control himself to be more effective. In learning situations, children learn how to solve certain types of problems and use them to solve specific problems as soon as they master them.

Supervision and self-monitoring in learning activities are critical to the formation of independent planning and execution of learning activities in primary school age students. Research has shown that the inadequacy of primary school students in some of the ways and concepts of problem solving is a result of the fact that children are not taught to perform all the necessary learning activities in the formation of these concepts and ways.

Voice reasoning and the use of this technique in the learning process are important for the development of children's thinking and speech. Sound reasoning and reasoning help to develop mental qualities and develop the ability to analyze and understand one's own thoughts and actions. Pupils of primary school age have a higher chance of mastering intellectual and educational material. With proper organization of education, children of this age can understand and master more knowledge than is provided in the high school curriculum. Another characteristic of the activities of children of primary school age is that from this time on, the first signs of non-mastery of the material are visible. The reasons for low mastery and learning difficulties in primary school age are related to: 1) neurophysiological causes; 2) insufficient development of cognitive processes; 3) low level of free and independent movement; 4) insufficient development of motivational areas; 5) shortcomings in family upbringing, family relations; 6) deficiencies in school education and upbringing; 7) shortcomings in communication and communication; 8) Deviations in personality traits. Difficulties in reading for children of primary school age are reflected in all personal, cognitive, motivational and emotional and volitional areas of the child's personality. These challenges are interrelated. The elimination of one difficulty leads to the reduction of the second difficulty as well.

In short, the main task of primary school education is to teach students to "read" and learn. The impact of education on the mental development of children of primary school age is significant. These changes prepare them for the transition to adolescence, a period of responsibility in their lives.