

Ways of Psychological Work with Primary Class Students

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Abstract: In this article, the psychology of working with elementary school students of pedagogues is highlighted, the process of acceleration of changes in the psychology of students, the crisis process that occurs at each age period is highlighted. How to work with students during the period of psychological changes in students is covered.

Key points: Pedagogue, student, teacher, acceleration, crisis, youth periods, technology, intellect, memory, thinking, speech, imagination, will.

INTRODUCTION

Each pedagogue is required to be a psychologist to some extent, because each of them works with students of different ages and individual characteristics. Each child has only his own cognitive activity, will, character and behaviour. In the process of education at school, it is necessary to know these characteristics and have an individual attitude to them based on this. Only by taking these into account, every pedagogue will successfully fulfill his main task, i.e. education of the young generation. In this situation, we may face the following problem in the field of primary education, that is, the current young generation is experiencing acceleration (acceleration of growth and development due to various factors) due to certain reasons. Mechanisms of use of existing techniques and technologies will be mastered very quickly. The high level of intelligence of students requires a suitable teaching system and the same level of pedagogical skills. And we will study it from a psychological point of view. There is a certain field of psychology that deals with such issues and applies it to educational problems. In it, he studies the psychological problems of the purposeful development of a person, cognitive activity, and education of positive social qualities in a person. The goal of pedagogical psychology is to strengthen the rational development effect of teaching based on conditions and other psychological factors. In educational psychology, the role of memory, thinking, speech, imagination, will in the educational process, as well as the psychological characteristics of students (temperament, character, temperament), specific aspects of educational subjects, psychological management of the educational process principles and others are studied. In modern educational psychology, it is an important issue to study the qualities of thinking that give students the opportunity to independently assimilate constantly updated information, and not to lag behind scientific and technical innovations.

MAIN BODY

Education is the main task of psychology developing the issue of personality formation in the process of educational work at school. Special importance is attached to the formation of moral qualities of a person. Pedagogical psychology research is important in choosing the content of

educational material, creating educational programs, textbooks, and organizing the system of teaching methods at various stages of education. The problems of pedagogical psychology are as follows: - General and youth problems of education. What does the child most need at this time - to develop cognitive, intellectual or personal qualities? - The problem of the child's psychological readiness for conscious education and upbringing - The problem of pedagogical neglect of the child - The problem of ensuring the individualization of education Solving the above-mentioned psychological and pedagogical problems requires high professional skills, psychological knowledge, skills and qualifications from teachers. The following methods can be used to avoid such problems. They are: observation, written, oral questionnaires, extemporaneous and others.

These methods are used depending on children's age and psychological and pedagogical problems. For example, the method of observation is the study of psychic properties for a long time, based on a planned goal. It is a universal method and is used in various situations. Scientific observation is fundamentally different from life observation. Life observation is carried out in everyday life without a plan and depends on various coincidences. In order for observation to be scientific as well as psychological-pedagogical observation, it must follow several requirements:

1. Goal orientation is not the student in general, but the clear manifestation of his personal qualities in different situations and every activity. In different ways - play, study, work, observation in the process of communication.
2. Before starting the planned observation, tasks should be determined, its structure, time and means, what should be noted. The purpose of observation should be to develop ways to correct the deficiencies found in behaviour.
3. Independence - it should be done independently, not on the road.
4. Systematic - it should be carried out systematically or after a certain planned interval.
5. Objectivity should not be based on assumptions, it should be noted the specific facts, actions, characteristics of the student's behaviour, and draw conclusions based on this.
6. Recording - the obtained results should be recorded during the observation process or immediately after their transfer. Other similar methods and methods can be used to identify problems in the student and sometimes in the team using questionnaire tests. It is necessary to be able to draw the necessary conclusions based on the results obtained from these works.

I should say that child's psyche, upbringing, and abilities can change in a positive or negative direction through various external and internal influences. They are the effects of family environment, health and social environment. The motivating force of mental development at the junior school age is the conflict between meeting the new demands placed on the student by the teacher and the old methods of meeting them, the level of the child's mental development, his knowledge, skills, and abilities. In order to meet new needs, the student needs to learn more complex methods of activity and behaviour. For example: the habits that a child has before coming to school with the requirement to behave well in class, to be disciplined during recess, i.e. to make involuntary, impulsive actions, to act according to one's wishes, strong-willed - weak, weak to give; as a result of the elimination of the conflict between children, a positive habit such as discipline develops in the child. In this case, the child's potential becomes a driving force for his mental development. Therefore, in order to start the mental development of the child in the process of education, it is necessary to know and take into account the main conflicts and contradictions of each age period. Elementary school students are generally more interested in all processes than people of other ages. But in the process of transition from one stage of mental development to another, there are cases of youth crises. That is, it becomes difficult for a child to transition from play activities in kindergarten or at home to study activities. At this stage, the child becomes stubborn, irritable, conflicts with adults, and refuses to do the work and tasks that he used to do first. Children whose new needs are not met during the crisis show such a reaction.

CONCLUSION

The results of long-term observations of scientists show that the mental abilities of a primary school teacher are reflected in the child's psyche. If a teacher has high skills in any field, his students will grow up to be advanced in that field. In order to prevent such situations, he should be able to create a pure spiritual atmosphere in every part of the lesson, during circle activities, during communication processes with the class team, and during cooperation with parents. The child's inner world is sensitive and it is necessary to be able to treat it carefully and guide it in the right direction. In conclusion, it can be said that it is necessary to respect the individuality of the student, i.e. the student, to educate him as a creator of the future. After all, as the first President said, "The future is in the hands of the youth." What he is interested in now or the process may be the foundation of tomorrow's discoveries and ideas, so let's give him the freedom to choose the field he wants and show him the right way. After all, a pedagogue is a person who lights the path of his students like a candle.

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