



PSYCHOLOGICAL FEATURES OF THE VOLITIONAL QUALITIES OF PRIMARY SCHOOL STUDENTS

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Abstract: The article focuses on the development of voluntary behavior of primary school children, the factors influencing it and its psychological characteristics.

Key words: Elementary school students, willpower, learning, speech, play.

Because voluntary actions are purposeful, fully understood actions, such complex actions do not yet occur in infants. Activity in infants is mainly involuntary, reflexive actions. Babies can't control any of their actions. For example, when a small child puts on something he likes or is interested in, he begins to move very erratically (with his arms, legs, and head). But none of your efforts are goal-oriented.

Only when the baby is three or four months old will he be able to hold his head upright. It is from this period that the child's voluntary movements begin to develop. At the age of 5-6 months, the child is able to sit comfortably, keeping his body in balance, and holding things around him with his hands. In this way, the child's voluntary movements develop, and when the child reaches the age of one, he begins to control his movements voluntarily.

Speech acquisition plays an important role in the development of early childhood willpower. Once a child has mastered speech, he or she interacts with adults through speech, happily completing their assignments. For example, young children can easily understand the tasks of an adult, such as "come here," "sit here," "give me your hand," and so on.

At a young school age, a child's voluntary movements begin to develop rapidly. She grabs what she's interested in, turns it around, and looks around. From this point on, the child begins to perform voluntary voluntary actions in imitation of an adult. That is why it is the responsibility of adults to guide and develop the willpower of the scholar.

The basic voluntary actions associated with voluntary processes begin to emerge from kindergarten age. But in young children, involuntary behavior still prevails. Many of the actions of a 3-year-old depend on his emotions, not his thinking. As a result, children of this age are still unable to force themselves to do anything.

In the development of the willpower of young school-age children, the development of their speech is very important. Educators and parents verbally assign different tasks to children of different ages. Children should stop playing games or doing other things and do the tasks assigned to them by their adults. Assignments like these can help children develop voluntary movement. However, not all children of primary school age complete oral assignments in the same way. For example, young kindergarteners, ie three-year-olds, may not be able to memorize oral assignments for long. They quickly

forget about the task and do whatever they want. This is not a concern for the scholar. Speech is especially important in developing the will of middle-aged and older children. At this age, children tend to follow verbal methods when completing tasks voluntarily.

With the development of voluntary actions in young school-age children, voluntary processes begin to appear (goal setting, guidance and means, decision-making and execution of the decision). But such volitional processes in young children are not yet clear. Your research shows that the actions of 3-year-olds are not based on a specific goal. Rather, a goal is set during the action. The goals of the link also change very quickly. As a result, they often move from one job to another without completing what they started. The main reason for this is that emotions play a big role in the involuntary actions of young kindergarten children. Children of this age set goals with the help of many emotions. If the goal set for your child is strong and emotional, then children will be able to show their willpower and rhyme in their own way.

Play plays an important role in the development of the willpower of young school-age children. Play is one of the factors that strengthens and strengthens the will of children. In their various games, children set goals for themselves, sometimes overcoming obstacles and trying to achieve their goals. Role-playing and role-playing games are very important in developing and strengthening the willpower of young school-age children. Following the rules of the game requires the use of willpower in the game, because the child must adapt his actions during the game to the goals of the player. A small group of children can't do it, that is, they can't follow the rules of the game completely. So, they would only resort to this as a last resort. For example, in the "train" game, they only play the role of a passenger.

Involving young school-age children in work is also important in developing and strengthening their willpower. When children are given a task, they try to overcome it at the same time and complete the task on time. They often stop playing and start doing homework. This will help them develop your willpower.

In order to develop children's willpower, it is necessary to involve them in such activities as self-service, sweeping, group duty, melon growing, flower care and duty in nature corners. Not only sound education but his alertness and dedication too are most required. Only then do children develop a sense of responsibility.

It can also be a struggle for motivation as your young school-age child sets goals and makes decisions. For example, if a young child is shown two toys and asked to choose one, he or she will not be able to choose immediately. He stretches out his hand to this or that toy. In this case, even if it is very simple, there is a struggle of motives, the child cannot decide which toy to get. Middle-aged and older children, on the other hand, are more likely to choose to play a game (that is, to determine the purpose of the game).

In young school-age children, under the influence of social motives, a number of codified qualities, such as determination, independence, initiative, and courage, begin to take shape. However, such qualities of the will of young school-age children are not as strong as those of adults, that is, they do not have the level of character traits. 'pincha is episodic. When children of this age encounter any obstacles in their work, they try to overcome them on their own. But it is also a burden for them. That's why they call on

adults for help when such obstacles arise. Younger school-age children do not have the stamina to overcome long-standing obstacles. If they are interested in what they are doing, they will try to overcome long-standing obstacles.

Thus, in kindergarten, a child's willpower develops and strengthens in all directions. Developing children's will is one of the conditions for preparing a scholar for school. The school process first requires children to develop voluntary and volitional qualities. If children can't control their behavior, they can't follow the strict rules of the school. As a result, it is impossible to provide them with systematic education. Therefore, educators and parents need to nurture their will by giving their children various assignments.

At a young school age, children's skills and habits also develop. At first, babies (infants) do not have the skills or habits. Skills and habits take shape throughout a person's individual life, with an increase in life experience. At the age of 5-6 months, the child develops the skills of sitting, walking, and by the age of three, the ability to dress, undress, and eat independently.

Although very simple, small school-age children begin to acquire some basic work skills, such as tidying up a group, caring for flowers, washing dishes, and wiping. At the age of kindergarten, children begin to develop hygienic habits, such as washing hands and face, dressing neatly, and positive, moral habits. It is important that adults set an example for them.

In older children, systematic kindergarten activities include some learning activities, such as reading skills. The child will be able to hold a pencil correctly in drawing lessons, and will be able to count from one to ten in numeracy and native language lessons, and so on. The role of exercise in the formation of such skills is great. In the classroom, the educator must first demonstrate how each action is performed and then ask the children to do it. Through practice, children develop very basic arithmetic, writing and reading skills.

In general, the role of skills and habits in human life is enormous. We can see this in the difference between the levels of development of children who come to school from kindergarten and those who come straight from home.

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