

## **FEATURES OF DEVELOPING ATTENTION IN CHILDREN OF EARLY SCHOOL AGE**

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**Abstract:** Developing the attention of younger school-age students, correctly forming voluntary attention makes the learning process more meaningful. Involuntary attention is more developed in children. The brightness and attractiveness of educational materials evoke involuntary emotions in students and help them master the basics of science without strong tension.

**Keywords:** attention, voluntary attention, involuntary attention, post-voluntary attention, concentration

**Аннотация:** Развитие внимания младших школьников, правильное формирование произвольного внимания делает процесс обучения более осмысленным. Непроизвольное внимание у детей развито сильнее. Яркость и привлекательность учебных материалов вызывают у учащихся непроизвольные эмоции и помогают им без сильного напряжения усваивать азы науки.

**Ключевые слова:** внимание, произвольное внимание, непроизвольное внимание, постпроизвольное внимание, концентрация.

**Annotatsiya:** Kichik maktab yoshidagi o'quvchilarning diqqatini rivojlantirish, ixtiyoriy diqqatni to'g'ri shakllantirish o'quv jarayonini yanada mazmunli qiladi. Bolalarda ixtiyorsiz diqqat ko'proq rivojlangan bo'ladi. O'quv materiallarini yorqinligi jozibadorligi oquvchilarda beixtiyor his-tuyg'u uyg'tadi va kuchli zo'riqishsiz fan asoslarini egallashga yordam beradi.

**Kalit so'zlar:** diqqat, ixtiyoriy diqqat, ixtiyorsiz diqqat, ixtiyoriydan keyingi diqqat, konsentratsiya

Today, the problem of developing attention in younger students in the educational process is becoming more and more relevant. In the modern world, a child can be surrounded by many harmful habits and factors that distract him from the intended goal. What is attention? To answer this question, let's take the example of a schoolboy doing his homework in mathematics. He is completely immersed in solving the problem, focuses his attention on it, thinks about its conditions, switches from one calculation to another. Characterizing each of these episodes, we can say that he is attentive to his work, pays attention to what distinguishes him from others. In all these cases, we can say that his mental activity is either directed or not directed at something. This direction of mental activity and its focus on a specific object is called attention. Attention is a mental process that involves concentrating the mind and focusing it on some object.

In psychology, three types of attention are usually distinguished: voluntary, involuntary and post-voluntary attention.

Involuntary attention is attention directed to an object without any effort on the part of the individual. It occurs under the influence of a stimulus (loud sounds, bright light and colors, strong smells and the most powerful stimulus that constantly attracts a person's attention is his name). The main task of involuntary attention is to quickly and correctly orient in a constantly changing environment, to highlight those objects that can have the greatest vital meaning at the moment.

Voluntary attention is a person's attention directed to something by the willpower. It is almost impossible for a person to keep his attention on any one object for a long time. Voluntary

attention is very short and prone to passing (dispersion). It is possible to concentrate attention on any object for a long time and strongly, but it is very harmful to the human psyche.

Post-voluntary attention is characterized by long-term, high concentration and is rationally associated with the most intensive and productive activity, high productivity of all types of work. That is, if in goal-oriented activity the content and process of activity itself are not only its result, but also interesting and significant for the individual, then there is reason to talk about post-voluntary attention: the activity captivates a person so much that he does not need significant voluntary efforts to maintain attention. At the beginning of primary school students' education, the main type of attention is voluntary, the physiological basis of which is the orienting reflex. At this age, there is a strong reaction to everything new, bright, unusual. The child cannot yet control his attention and is often at the mercy of external impressions. Even with concentration, students do not notice the main, important thing. This is explained by the peculiarities of their thinking. The visual-figurative nature of mental activity leads to the fact that students focus all their attention on separate, noticeable objects or their features. The images and ideas that arise in the minds of children cause strong experiences that have a suppressive effect on mental activity. Therefore, if the essence of something is not on the surface, if it is masked, then primary school students do not notice this. With the development and improvement of thinking, primary school students can focus their attention mainly on important things.

The development of the simplest forms of involuntary attention, which is associated with the strength and other properties of stimuli, is due, first of all, to the development of sensations, to improving the work of our sense organs. But in addition to the development of sensations, it is necessary to develop good perception and observation.

The teacher's speech should be clear and expressive, which encourages students to listen attentively. An important way to attract attention is to find a connection between the given uninteresting material and what interests the student.

Interesting teaching, visual aids, experiments, excursions - all this involuntarily arouses attention. Attention develops in primary school age. The child quickly reacts to what interests him, what is related to his needs. If a child is engaged in reading books, then his involuntary attention becomes very stable, which is associated with the emergence of a stable dominant focus of excitation in the child's cerebral cortex. Therefore, the development of the child's cognitive needs is very important.

K. D. Ushinsky attached great importance to the development of voluntary attention in primary school students. He opposed the idea that the entire educational process in primary school should be built only on interest and entertainment: "Of course, by making your lesson interesting, you will not be afraid of boring children, but do not forget that not everything in learning can be interesting, and of course there are and should be boring things. Teach your child not only interesting, but also something uninteresting - to fulfill his duty." As K. D. Ushinsky noted, "passive attention alone is not enough and even early developed, excessive and without the help of active attention can turn into a painful mental state, it becomes somehow weak, lazy, requires constant stimulation with interesting stories or interesting reading."

Studies by scientists show that the development of voluntary attention can occur very quickly when guiding this process in the first years of education. The development of students' ability to work purposefully is of great importance. Initially, adults (parents, teachers) set a goal for students, and if necessary, adults help children achieve it.

The highest level of voluntary attention is the ability of the student to independently guide himself to set goals.

The development of voluntary attention is closely related to the development of responsibility for the acquisition of knowledge in primary school students. Students who are responsible for their studies are able to force themselves to complete any task, both interesting and uninteresting. Students who do not have a sense of responsibility work only with interesting material with care.

For the successful formation of voluntary attention, the following conditions must be met:

the presence of active mental and motor activity, the development of mental operations.

If students examine objects and phenomena and at the same time have the opportunity to act with them, then in this case they will be very attentive. Analysis of objects, comparison, highlighting the main features, the main thing in the material, classification of objects, establishing cause-and-effect relationships, as well as other types of mental activity are impossible without deep involvement of attention in the relevant objects, phenomena. Active mental activity requires attention.

availability of educational material; the presence of feelings and emotions in the process of educational activity.

Attention is closely related to the feelings and emotions of children. Everything that causes them strong emotions attracts their attention. Younger schoolchildren listen attentively to the teacher's interesting story and are not distracted for a long time.

taking into account the interests and needs of younger students in the lessons.

The interests and needs of students have a great influence on attention. What attracts children naturally attracts their attention.

using elements of the creative activity of primary school students.

Students are especially attentive during creative activity, because here they think, feel and act together.

control and self-control over the execution of their actions.

In the formation of voluntary attention, it is of great importance to clearly organize the child's actions externally, to convey such examples to him, to show external means by which he can control his consciousness. In addition, the teacher should alternate in the lesson and not tire the children with various types of educational work. A modern lesson gives the teacher the opportunity to constantly maintain the attention of students at a high level. Changing types of activities, using didactic games and working with electronic textbooks are aimed at maintaining the voluntary attention of students, which in turn provides a high level of knowledge. It is worth noting the work with electronic textbooks. All the features of the mental processes of primary school students were taken into account when they were created. Tasks are compiled taking into account the change in attention from class to class. Thus, in children of primary school age, the leading type is involuntary attention, and voluntary attention is considered to be of great importance at this age. Because at this age, students enter the base of new knowledge. In the process of acquiring knowledge, it is important to develop voluntary attention during independent mental work, solving problems, and completing exercises. When voluntary attention is formed in students, the need to acquire knowledge and master skills is satisfied.

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