

## PREPARATION FOR MOTHER TONGUE EDUCATION IN THE DEVELOPMENT OF MEMORY OF CHILDREN OF PRIMARY SCHOOL AGE

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### Abstract

Evaluating the activities of students of junior school age, it is said about the formation of positive attitudes to learning , the work of school education to change the student's lifestyle, social status, situation in the class group and family environment.

**Keywords** : poem, story and fairy tale , memory, independent reading, lesson, mental movement, physical movement, student , teacher, school education , information.

The period of junior school age includes students of primary (1-4) classes aged 7-11 years. A child is prepared for school education while being raised in kindergarten. In this way, he will get acquainted with the various requirements for students at school, he will be biologically and psychologically ready to learn the basics of science[2]. Psychological preparation for education refers to the objective and subjective suitability of the child for school requirements. The child is first psychologically prepared for school education. Consequently, his psyche develops enough to acquire knowledge. The sharpness, clarity, and accuracy of the perception of a child of this age are distinguished from children of other ages by their curiosity, heartiness, trustworthiness, brightness of imagination, strength of memory, clarity of thinking. In a child preparing for school education, the attention span is long-term and conditionally stable. The role and plot of the characteristics of the child's attention can be seen in games, drawing and construction activities, making toys from clay and plasticine, performing mathematical operations in perceiving and understanding the speech of others, listening to and composing a story[6].

During this period, he has a certain level of skill in directing, concentrating, and distributing his attention to a specific object, and he strives to manage and concentrate his attention at the right time. His memory is interesting, wonderful, he will have the ability to remember, remember and recall information and events that surprise a person[8]. Until this time, he has been learning this or that information directly under the guidance of adults, now he tries to collect the necessary information of his own free will, to set a specific goal and task for himself. This activity of the child means that his memory has developed to a certain extent. He repeats a lot of poems, stories and fairy tales to remember, and uses the most convenient ways and methods of creativity, which is very useful for him in the educational process[9].

It is known from experience that the child's speech at the stage of preparation for school education is at the level of communicating with adults, listening to people's opinions and correctly understanding them, and the structure of his speech is consistent with the rules of grammar, logically consistent, expressive, in terms of quantity and scope. enough to exchange ideas. He can understand information about what he hears and sees. He knows how to present the information he has in a certain order, he uses mental operations appropriately[10].

There is also a subjective aspect of the child's psychological preparation for school education. His desire to study at school, his desire to communicate with older people is inextricably linked with this preparation. By this time, the child has a correct idea about studying and gaining knowledge. He understands the responsible duties of the members of the school team and tends to obey them and follow their instructions. But since children are not all the same, there are important differences between them. Some children want to go to school with all their energy, constantly count how much time is left for studying, and try to prepare study materials in advance[11]. Other children go so far as to drop out of school. Children with a negative attitude towards learning have a hard time coping with the educational environment and face a number of mental barriers.

Taking into account the anatomical and physiological characteristics of children of small school age, the level of physical maturity, is a guarantee of success in the organization of educational work at school[12].

A primary school student grows biologically relatively harmoniously, his height and weight, and the size of his lungs develop proportionately. However, the bones of the child's spine and chest are not yet hardened. This indicates that his bone structure could not be improved. The heart muscles grow quickly, the diameter of the blood vessels is slightly larger, the weight of the brain is 1250-1400 grams in primary grades[13]. Analytical and synthetic activity of the cerebral cortex improves, the relationship between excitation and inhibition changes, but has a relative advantage. Therefore, it is necessary to take care of the proper growth of the child, to prevent fatigue, to strictly follow the study and rest regime.

School education changes the student's lifestyle, social status, situation in the class community and family environment, its main task is to learn, acquire knowledge, skills and abilities, learn the laws of nature and society. will consist of mastering. Education requires a certain degree of organization, aspiration, willpower, activity and purposeful activity. Thoughtful, planned, mental work begins to take the place of involuntary behavior[14]. The student is always in a certain class group with his peers. Therefore, he always faces the task of protecting the interests of the class community, subordinating his personal desires to the collective aspiration, mutual help, mutual demand, social responsibility and sense of duty. In the process of education, the demands placed on the student become more and more complicated.

Also, with the change in the child's leading activity, the attitude of adults to him will also change. At the same time, due to the new activity, a new attitude of the student to his main



activity appears. His sense of duty grows, he realizes that he must study, that it is his duty to study, and that he must follow the established order. In addition, the child has a desire to study well. So, when the child becomes a student, he will look at himself differently, because now he has joined a big, serious job, he is a student. It is from this moment that a person's self-awareness becomes stronger[15].

From the first day of schooling, various conflicts and contradictions, internal disagreements, which stimulate the growth of a child of junior school age, arise. At the heart of this is the level of mental maturity in the child and the contradictions between positive feelings and requirements. The ever-increasing demands require the child's unceasing psychic growth, and as a result of the continuous movement of this closed chain, human maturity is realized[16].

One of the important characteristics of a child of primary school age is that he has specific needs. These needs, by their nature, are not aimed at acquiring certain knowledge, skills and abilities, but only reflect the desire to learn. These needs include the feeling of wanting to have a bookshelf in one's portfolio, a lesson preparation corner. In addition, the joyous days of the day of knowledge, the time of admission to the ranks of students, the sincere wishes of the school administration and students, the congratulations of the high school students have a positive effect on the child's feelings. The children are fascinated by the way they line up with their classmates, play together, go to the kitchen, and the teacher's instructions[17].

After a certain period of time, with the decrease of joyful moments, the external signs of school lose their importance, and the daily mental work of studying, willful effort, maintaining attention with what you don't like, controlling your own behavior. realizes that If he does not have such intellectual work skills, he will lose interest in studying, and he will feel hopeless. And in order to prevent such a situation, the teacher should inform the child about the difference between education and play, the fun, and prepare him for this activity[18].

First of all, parents should instill in the child a desire to study, it depends on the parents whether the child wants to study as if it is something pleasant and perceives all the requirements of the school. But while raising a positive attitude towards reading in the child, it is necessary not to tell the child that reading is only a pleasant task, it is necessary to prepare him to overcome the difficulties and failures encountered in educational activities[19].

Most of the students of the first grade go to school with great enthusiasm, realize the importance of academic activities and strive to study well. Students and parents should support and develop such motivations for the child's studies. It is necessary for parents to develop the appropriate skills and abilities in children, to be able to listen and be a student, to observe, to remember, to obey the requirements of adults[20].

The first grader is clearly interested in the study activity itself. In specific studies, children were given unnecessary exercises, and they were told in advance that these exercises would not be necessary later, but the children began to do them willingly. The first good result achieved by the student in personal activity motivates him to acquire other results. The first

product of his academic work brings joy and happiness. For example, some students try to read a text several times. Interest in reading activity creates interest in its content, creates the need for knowledge and forms motivations for reading[21].

The interests of the school-age child gradually shift to game activities, and the character and theme of the games appear as the interests specific to learning appear. The learning process attracts the attention of first-graders, because learning is fun, and fulfilling school requirements is also fun. Then the interest in the learning process itself shifts to the learning effect. Interest increases when students independently solve some problems related to their creative activity and overcome difficulties.

Interest in the content of education, acquiring knowledge, interest in the result of the student's mental work is inextricably linked with the feeling of satisfaction from the result of the student's mental work. This feeling is closely related to the teacher's sense of motivation. This feeling is manifested by the teacher's encouragement and forms the student's inclination, desire, enthusiasm to work more effectively. The sense of pride and self-confidence created in the child serves to acquire knowledge and strengthen skills. Their educational effect increases only if incentives and punishments are in moderation[22].

Forming a positive attitude towards learning is important in evaluating the performance of students of junior school age. It is known that oral assessment of children has become a habit in schools, because the first grader tries to creatively search under the influence of this assessment. Even the student at first does not pay attention to the difference between "good" and "bad" grades, but is more interested in how many grades he got. Student motivation is the most important thing for him.

Many expert scientists believe that the assessment of students of junior school age has negative consequences. It is known that studying only for grades can reduce the practical value of knowledge. Accordingly, finding and applying other methods of knowledge verification is one of the urgent tasks of today. After all, it is not correct to completely deny the importance of evaluation for the children's community. It is good to use the rating as advice, referral, recommendation, instruction[3].

One of the important characteristics of students of junior school age is the feeling of trust and high respect for the teacher. That is why the teacher has a great opportunity to have an educational impact on the child. The child sees the teacher as a wise person. He sees in the figure of a teacher a dignified person who realizes his noble intentions, dreams and wonderful feelings. The authority of parents, other family members, relatives, and acquaintances decreases sharply in front of the teacher's reputation. Therefore, they accept every word of the teacher as a law[4].

As a result of the child's mental growth, his attitude towards the position of the teacher changes. Because there is a need for conscious action. The student has many problems and



questions. He begins to understand that everything in life is not as easy as he thought. He tries to find answers to these questions himself, and asks these questions to other people.

In the process of education, the teacher uses his reputation wisely, fairly and effectively, inculcating in students, orderliness, hard work, positive attitude to study, control of their attention, self-control, self-control, qualities such as overcoming difficulties should be formed. For this, it is necessary to use the method of comprehensive influence.

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