

**PEDAGOGICAL AND PSYCHOLOGICAL CHARACTERISTICS
OF FORMING PICTURE PERCEPTION SKILLS
IN PRIMARY CLASS STUDENTS**

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University of Chemistry, PhD Abstract: This article provides theoretical information about the analysis of literary genres in the study of pedagogical-psychological features of the formation of image perception skills in elementary school students. Key words: fiction, figurative perception, emotionality, educational activity, critical thinking, creative ability, creative approach, educational institution. We all know that a 6-year-old boy is about to start a period of sharp changes and changes in his life. The transition to school age is associated with serious changes in his activities, communication, and relationships with others. By this period, the leading type of child's activity is reading, the child's lifestyle changes, new duties and tasks appear for him, the child's relationship with others relationship begins to acquire a new meaning.

From a biological point of view, elementary school students experience a second formative period: their height growth slows down compared to the previous age period, and their weight increases significantly. goes; the skeletal system begins to ossify, but the process is still ongoing; intensive growth of the muscular system is observed. As a result of the development of the small muscles of the palm of the hand, the child will be able to write and draw with his hand, and as a result, he will begin to develop fast and beautiful writing skills. Muscle strength also increases significantly. During this period, all tissues of the child's body are in a state of growth.

By this period, the child's nervous system improves, the activity of the large hemispheres of the brain grows, and the analytical-synthetic activity of the cerebral cortex increases. During the school age, the weight of the brain increases and is almost equal to the weight of the brain of an adult. Its average weight reaches 1400 grams. The child's psyche begins to develop rapidly. The relationship between excitation and inhibition changes: the inhibition process becomes stronger, but the excitation process, as before, dominates. they are highly excitable. The accuracy of the work of sensory

organs increases. Compared to preschool age, their sensitivity to color increases by 45%, bone-muscle perception by 50%, visual perception by 80% (A.N. Leontev).

The educational activity of a primary school student often takes place in the educational process. The breadth of communication is also important. The rapid changes and development in the period of junior school age, the excessive number of new qualities that must be formed in children, require pedagogues to strictly monitor educational activities. requires organization on the basis of goal orientation. In the period of junior school age, children's perception is characterized by instability and disorganization, as well as sharpness and cleanliness. A child may confuse the numbers 6 and 9, the signs of the letter g and q, but at the same time, he accepts with lively curiosity the surrounding life that appears in front of him in a new way every day.

The lack of differentiation of perception, the weakness of analytical skills is compensated by its bright emotional expression. Relying on this positive quality of perception, experienced teachers gradually form targeted hearing, seeing and observation skills in children. Thus, at the end of the first stage of junior school age, the child's perception becomes complex and deep, analytical and stratified as a purposeful activity. The attention of a student of junior school age is involuntary, unstable, and limited in size. That is why the entire educational content in primary education is focused on the formation of a culture of purposeful attention in children. And school life requires the student to constantly exercise on the formation of voluntary attention, to cultivate willpower to concentrate thoughts. Voluntary attention develops together with a number of qualities such as motivation to study, feeling of responsibility for the effectiveness of educational activities.

The thinking of elementary school students grows from emotional-figurative to logical-abstract. "The child thinks through shapes, colors, sounds and, in general, sensations," writes K. D. Ushinsky and to the teachers about these features of the child's thinking in the early stages of school work. advises to rely on. At the initial stage, the main task before the school is to qualitatively raise the child's thinking to a new level, to develop the intellect to the level of understanding cause-and-effect relationships. consists of L. S. Vygotsky said that when a child comes to school, the development of intelligence is at a low level. After coming to school, the intellect usually improves in such a way that it cannot develop at such a rate at any time after or before. Therefore, the role of the teacher and the school is extremely important. Research shows that if the educational process is organized in different ways, the content and methods of education, and the methodology of organizing educational activities are changed, the different ways of thinking of elementary school students it is possible to achieve various quality indicators.

The thinking of elementary school students develops together with their speech. Today, the average vocabulary of a 4th grader is 3500-4000 words. The impact of

school education is not only on increasing the student's vocabulary, but also, first of all, on the formation of important skills such as being able to express one's opinion in writing and orally. Memory also plays an important role in the improvement of the learning activity of a primary school student. A child in the early stages of school life has an extremely large natural capacity for memory: his brain is extremely malleable and can easily perform tasks related to word-for-word memorization. can do. For example, if a preschooler can remember 3-5 sentences out of 15 sentences, a child of junior school age can remember 6-8 sentences. The memory of a primary school student is mainly indicative and figurative in nature. Can remember interesting, clear and bright information without error. But at this age, students do not know how to manage their memory and subordinate it to educational tasks. That is why the primary school teacher should teach students the skills of self-control, self-examination and effective organization of educational activities in the process of memorizing educational material. it is required to give great importance to formation. The process of formation of a primary school student as a person is a new relationship with adults (teacher) and peers (classmates), a new type of activity (study activity) and communication. together with the process of joining the system of integrated communities. Elements of social feeling, social behavior skills (teamwork, sense of responsibility for one's actions, friendship, mutual help, mutual respect) begin to form in it. In primary education, students have great opportunities to develop moral qualities and positive qualities of the individual.

The primary school student's impressionability, trustworthiness, tendency to imitation, the fact that the teacher has a great reputation for him creates a favorable opportunity for forming high moral qualities in him. The basis of the standards of moral behavior is created in the conditions of primary education. That is why the importance of primary education in the socialization of a child's personality is incomparable. In the process of primary education, the involvement of students in socially useful work, which is organized consciously and at the level of their ability, is of great importance for the formation of social qualities in them. earns. Children's work is self-serving and helping adults.

In particular, the organization of work in harmony with the game conducted in an environment of initiative, independence, positive mutual competition leads to effective results. By organizing games that are performed consciously, that bring benefits and endless fun, the teacher takes into account the characteristics of children's interest in learning about the world full of wonderful wonders, and the desire to satisfy the activity of movement. it will be necessary to choose. Only then, favorable conditions will be created for the formation of hard work, activity culture, teamwork skills in children. It is necessary to arouse interest in art work among primary school students, introduce them to works that match their age characteristics, understanding and interests.

Attention is paid to children's ability to listen, understand and carefully observe the development of events. Answering questions about the content of the work, making fun with movements, short poems without affecting the content of fairy tales and stories (together with the teacher, later independently) the development of skills such as repetition, the development of children's interest in pictures based on works, the development of the skills of visual perception of fiction in primary school students helps to form purposefully. At the initial stage of primary education, it is required to tell various stories, tales, legends, legends in an impressive and figurative way. Arousing children's interest in the work of art, observing the behavior of the characters in it (from Uzbek folk tales "The Angry Dog", "The Rooster with the Elephant", "The Goat with the Wolf"; from the Russian folk tales "Turnip"; A. Irisov's "Bilmai Kalib", M. Murodov's "Ojarkhoja"); being able to understand and evaluate the dialogues of the characters in the work (R. Farkhadi. "Traktor with a crow", F. Musajonov. "I will do it if you give me blood", the Uzbek folk tale "Farosatsiz Eshak") the formation of skills is important.

Along with other skills, the students develop memorization and expressive reading skills. It is taught to repeat the words of a poem spoken by the teacher, to feel a number of human emotions such as joy and compassion towards the participants (G.Komilov's "Lola's Alla", Y. Sulaimanov's "Grandmother", "Oyisining khani", "Playing Girl" (entertainment), O. Abdurakhmanov's "Kongiz nya sayi", O. Makhkamov's "Butterfly"). It is one of the teacher's tasks to learn to recognize and remember changes in the tone of poems, caresses, and toys when memorizing them. In the second half of the year, to read fiction to children in order to form the skills of figurative perception, to teach the child to listen carefully to the work being read, to make children feel emotionally about the work of art skills are formed, such as continuing to improve the skills. The goal is to get them to consider the positive and negative qualities of the characters of the work (YA. Sadullayeva. "Yolda", H. Tokhtaboyev. "Hassa", Z. A'lam. "May yomgiri", R. Farkhodi. "Morning word", Kh. Badalov. "Red apple"). Children are taught to listen carefully to stories and poems told by adults in an interesting way. An opportunity is created for them to look at the pictures in the books with interest, and the goal is to develop a natural interest in the art work in their hearts. It is also possible to get the students excited about the mental state of the heroes of the work by telling stories: the Russian folk tale "Boğirsok", the Uzbek folk tale "Two Goats". It is appropriate to tell students about hadiths related to morals, explain their meaning, and explain the need to follow hadiths.

It is necessary to teach children to recite short phrases ("Alla") by heart. One of the teacher's tasks is to develop the ability to feel charm in poems about nature. (T. Adashboyev's "Apricot flowers", "We ate a melon", "Dovucha" by Yu. Shomansurov, "Non", "Peach", "Pomegranate" by H. Ermatov, etc.). Methods of reciting small poems

in an expressive and attractive way, pronouncing words clearly and expressively, understanding the content reflected in them, teaching to express feelings of happiness and joy are taught step by step.

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