

## The Role of the Family, Psychologist and Teacher in the Development of Attention in Students

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**Abstract:** In this article, the development of attention in students of junior school age; formation of volition, stability, interest in reading, improvement of creative approach to social problems, the tasks of family, psychologist and teacher in acquiring knowledge, forming skills and qualifications are explained.

**Keywords:** formation of volition, stability of attention, students' acquisition of knowledge, interest in learning, social problems, creative approach, tasks of family, psychologist and teacher are highlighted.

In our republic, the field of primary education is considered the primary link of the continuous education system, and it is extremely important in preparing a healthy and spiritually mature child. Since the first days of independence, serious attention has been paid to solving the problems of national spirituality, value, national education and upbringing in order to implement the idea of perfect generation in the family. It was found that there is a greater need for the work carried out in the educational system on the psychological characteristics of the development of attention in students of junior school age. Particular importance is attached to the formation of voluntary, stable attention in primary grades, assimilation of knowledge in students, interest in reading, improvement of creative approach to social problems, development of attention in the educational process of primary school students, ensuring the psychological aspects of attention and its close dependence on mastering, as well as the development of cognitive processes at different age periods.

Decree No. PF-5198 of the President of the Republic of Uzbekistan dated September 30, 2017 "On measures to fundamentally improve the management of the primary education system" and at the meeting on the issues of fundamental improvement of the education system on October 19, 2017 under the chairmanship of the President of the Republic of Uzbekistan Shavkat Mirziyoyev "... modern development of advanced pedagogical methods and techniques that meet the requirements, creation of a new generation of educational and educational methodical literature. ...we are tasked with creating modern educational methods that teach our children the basics of knowledge, the most necessary life concepts and skills.

The success of the socio-economic reforms implemented in our independent republic is closely related to the formation of young people as well-rounded individuals, and creating all the necessary conditions to achieve this is defined as an important direction of our state's policy. In the action strategy for the five priority directions of the development of the Republic of Uzbekistan in 2017-2021, "Education of physically healthy, spiritually and mentally developed, independent-thinking young people, loyal to the Motherland, with a firm outlook on life", "Supporting and realizing the creative and intellectual potential of the young generation" , formation of a healthy lifestyle among

children and youth" is proof of our opinion. Decree of the President of the Republic of Uzbekistan No. PF-5106 dated July 5, 2017 "On improving the effectiveness of the state youth policy and supporting the activities of the Youth Union of Uzbekistan", Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated March 15, 2017 "On approval of the regulation on general secondary education" Resolution No. 577 of the Cabinet of Ministers of the Republic of Uzbekistan dated July 12, 2019 "On further improvement of psychological and pedagogical support of students" psychologically monitoring the personal, mental and social development of students at different ages, identifying psychological defects in education, to prevent any negative deviations that may occur in their mental development; correcting cases of students' inability to adapt to the social environment of the educational institution, organization and implementation of measures for their social rehabilitation, serves to fulfill the tasks of psychologically ensuring the educational process in primary schools.

The role of education and training given to students of junior school age is incomparable in raising all-round mature, healthy, independent thinking individuals. Because the foundation of the knowledge, skills and abilities that the student will acquire is laid in the same primary classes. A number of works are being carried out in our republic in the field of glorifying and valuing a person, especially raising the young generation to be intelligent and polite, and bringing them to maturity.

President of the Republic of Uzbekistan Sh.M. Mirziyoev: "We will mobilize all the strength and capabilities of our state and society so that our youth can become independent thinkers, have high intellectual and spiritual potential, become people who are not inferior to their peers in any field in the world, and become happy" - they pay close attention to young people. Thanks to the independence, ample opportunities are being created for educating young people who are on their own path of development, who think in a new way in Uzbekistan, who freely react to the happening events and conduct critical observation.

Development of attention in students of junior school age is of urgent importance. Because the task of the teacher and psychologist is important in the development of attention in students of junior school age, assimilation of knowledge, formation of skills and qualifications.

Age differences in characteristics such as stability, distribution, portability of attention among primary school students are subject to the law of uneven development based on differentiation of results.

It has been determined on the basis of empirical studies that the characteristics of the distribution of attention in students of junior school age are strongly developed in girls, the stability and mobility of attention are more pronounced in boys compared to girls, the formation of attention in students depends on an objective factor such as the attitude of the teacher to the student and the temperament, which is considered one of the individual psychological characteristics of the person, such as learning motivation. dependence on subjective factors was determined on the basis of correlation analysis. Empirical studies have established that the characteristic of the distribution of attention in students is strongly developed in girls, and the stability and mobility of attention is more pronounced in boys than in girls. As a result of the use of these empirical indicators in the educational process, methodological support in teaching differential psychology to future pedagogues-psychologists and practicing psychologists has been improved and the coherence of theory and practice has been strengthened, the formation of attention in students to an objective factor such as the attitude of the teacher to the student and to the temperament, which is considered one of the individual psychological characteristics of the person, to subjective factors such as educational motivation dependence was determined on the basis of correlation analysis. As a result of socio-psychological study of the student's attention, increasing the possibilities of objective

description, the implementation of the software suggestions that develop the correctional program for the development of attention in students, the necessary scientific-practical and methodological training of psychologists to provide psychological services to students, to form the basis of cognitive processes in them, has been improved.

Cognitive psychology is a direction that appeared in foreign (mainly American) psychology at the junction of gestalt psychology, neobehaviorism and systematic linguistics in the early 1960s. Until now, it is considered one of the leading directions of foreign psychology. The analogue of cognitive psychology in modern science and technology is the computer. The last rule of cognitive psychology was named "computer metaphor" and is the most objected to by researchers of cognitive processes related to other directions and approaches. Representatives of the cognitive-informational approach derive from the possibility of a precise quantitative description of the process of knowing as an information processing process. Thus, the study of attention within the framework of cognitive psychology was carried out as a study of the system of information acquisition and processing. In addition, in the last 50-70 years, they have changed the conceptual framework: from the so-called computer metaphor of the information processing system, it has focused on creating models of the information processing system of the human brain based on the actual neural processes and structures of the brain.

Experiments in modern psychology are summarized, the methodological basis of scientific research is defined, and also the views of the problem of attention by foreign scientists are highlighted. In cognitive psychology, a large number of models (theories) describing and explaining attention have been comprehensively compared and analyzed by various researchers.

Age and gender differences in the development of attention in students, the level of attention development, and the results of the empirical research on determining the development of attention in students of junior school age are presented. The content of the correctional-developmental program that develops attention in students is described. Since several principles and directions of psychocorrection and psychology are taken as a basis for the creation of the correctional-developmental program, the program shows its own logical consistency. If elementary school students do not develop attention in time, it causes serious problems in their studies and work. Since attention is the root of all cognitive processes, its poor formation destroys the knowledge and understanding of the whole world. Later, as a result of this, deviations in the mental state and characteristics of the person also occur.

In conclusion, it is necessary to say that it is necessary to prevent various negative consequences related to the influence of attention on personal activity, cognitive processes, development based on the idea of raising a perfect person, parents to develop voluntary attention and memory in child education, the child to focus on a specific thing, as well as he must remember something specific (remember a phone number, address, poem, story), the child must be able to verbally express his thoughts. It is necessary to talk with the child, to discuss together the events that happened at school and outside. Asking to retell fairy tales or stories, trying not to interrupt, developing fine motor skills of hands (fingers, arts and crafts, exercises to separate buttons or other small objects, etc.) consists of teaching to perform.

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