

**PSYCHOLOGICAL CHARACTERISTICS
OF PRIMARY SCHOOL STUDENTS****Eshqulova Sevinch Bahriddin qizi****Termez State Pedagogical Institute,**Faculty of Preschool and Primary Education,
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Abstract. This article provides a scientific and theoretical analysis of the psychological characteristics of primary school students. In particular, it reveals the developmental patterns of cognitive processes specific to this age period—perception, thinking, memory, and attention—as well as the mechanisms of speech development and the formation of the emotional-volitional sphere. The study substantiates the impact of psychological approaches on the effectiveness of education and develops methodological recommendations for pedagogical practice.

Keywords: primary school, psychological characteristics, perception, thinking, memory, attention, speech development, emotional development, socialization, educational process, age characteristics, pedagogical approach.

Introduction. In the context of the transformation of the modern education system, the in-depth and systematic study of the psychological characteristics of primary school students has acquired particular scientific and practical significance. This is because this stage of development forms the basic foundation of personality development, during which the child's cognitive activity, emotional-volitional qualities, social experience, and motivational orientation are formed [1]. From this perspective, the effective organization of the primary education process directly depends on a deep understanding of students' individual

psychological characteristics and their integration into the pedagogical process. The results of psychological and pedagogical research indicate that in primary school age, the development of mental processes—perception, thinking, memory, and attention—transitions to a qualitatively new stage. During this period, the child's cognitive activity evolves from concrete-figurative thinking to logical-operational thinking, which creates the need to adapt educational content and methodology accordingly [2]. Viewed within the framework of L. S. Vygotsky's concept of the "zone of proximal development," the learning process should be organized slightly above the child's current developmental level in order to actively stimulate their intellectual potential [5].

Today, the digital educational environment, the increasing flow of information, and the expansion of the socio-communicative space are significantly transforming the psychological profile of primary school students. As a result, new psychological tendencies are emerging in children, such as fragmented attention, a tendency toward rapid perception, and the preferential processing of visual information. This situation, in turn, requires a reconsideration of traditional approaches in the educational process and the implementation of psychologically grounded innovative methods. At the same time, the formation of students' emotional stability, social adaptation, and intrinsic motivation at the primary education stage is of particular importance. This is because these components determine the psychological foundation of successful learning activities in subsequent stages of education [3]. Therefore, there is a need not only to describe the psychological characteristics of primary school students but also to interpret them scientifically as an object of pedagogical management.

Purpose of the study. The purpose of this study is to systematically and comprehensively analyze the psychological characteristics of primary school students, identify the laws of their development, and develop effective psychological and pedagogical approaches for the educational process.

The psychological characteristics of primary school students are closely linked to age-related developmental patterns, and this period is considered a decisive stage in the formation of a child's cognitive, emotional, and social development. At this age, the child's mental development becomes systemic in nature, and a qualitative advancement of cognitive processes can be observed. Therefore, the content and methodology of primary education should be organized in accordance with these psychological characteristics.

The process of perception in primary school age is mainly concrete-figurative in nature, and children perceive the surrounding world primarily through sensory experience and imagination. For them, learning based on visual and practical experience is more effective. Therefore, in the didactic process, the principle of visualization plays a key role, meaning that abstract concepts explained through concrete examples increase pedagogical effectiveness [2].

Thinking development at the primary stage is closely connected with concrete-practical activities, and children draw conclusions based on real objects and situations during their thinking processes. According to J. Piaget's theory, this period is described as the stage of concrete operations, during which elements of logical thinking begin to form [6]. This requires the use of tasks aimed at creating problem situations, comparison, analysis, and generalization in the educational process.

In memory processes, although mechanical memorization predominates among primary school students, it is necessary to apply methods aimed at developing logical memory in the learning process. This is because meaningful learning—understanding and then acquiring material—ensures the durability of knowledge [4]. From this perspective, systematizing information and distinguishing between main and secondary aspects by the teacher serves as an important methodological tool. Attention characteristics at this age are characterized by a relatively low level of stability. Students tend to be easily distracted and face difficulties in engaging in a single activity for a long period of time. Therefore, organizing lessons in dynamic, active, and interactive forms, as well as alternating types of activities, is an effective way to manage and maintain attention.

Speech development during the primary school period occurs intensively and is closely interconnected with thinking. As L. S. Vygotsky emphasized, speech is manifested as an external expression of thinking, and its development contributes to the acceleration of cognitive processes [5]. Therefore, tasks aimed at developing students' speech—such as dialogue, storytelling, explanation, and discussion elements—are important didactic tools. The development of the emotional-volitional sphere is of particular importance at this age stage. Children are emotionally sensitive and demonstrate a high level of reactivity to external evaluation. At the same time, volitional qualities—such as self-control, perseverance, and goal orientation—develop gradually. Supporting this process requires creating a positive psychological environment, providing encouragement, and organizing situations of success, which are essential pedagogical conditions. The process of

socialization also plays a significant role in the psychological development of primary school students. According to D. B. Elkonin's concept, it is during this period that learning activity becomes the leading type of activity, through which the child acquires social experience and norms [7]. Collective activities, group work, and cooperative tasks contribute to the development of students' communicative competencies.

Regarding motivation, primary school students are initially dominated by external motives such as grades, rewards, and praise. However, through effective pedagogical approaches, the formation of intrinsic motivation—i.e., the conscious need for learning—becomes an important task. This can be achieved by enriching the content of the learning process and creating engaging and problem-based situations.

The above analysis of psychological characteristics shows that in the primary education process, the application of a differentiated and individualized approach, taking into account students' age and psychological capabilities, is a key condition for pedagogical effectiveness. Therefore, a methodological system based on psychological laws contributes to improving the quality of primary education.

Results. As a result of the analysis of psychological and pedagogical literature, important theoretical patterns specific to the psychological development of primary school students were systematized. In particular, it was clarified that the development of cognitive processes at this age stage is characterized by a gradual transition from concrete-figurative perception to elements of logical thinking. This scientifically substantiates the priority of visualization and concreteness principles in the educational process. The results of the analysis showed that memory in primary school students initially has a mechanical nature, which later

is replaced by the development of logical memory through meaningful learning. At the same time, the instability of attention and a tendency toward distraction are interpreted as important psychological features of this age period.

Based on the literature analysis, the interconnection between speech and thinking development was also clarified. In particular, scientific sources confirm that the activation of speech activity contributes to the deepening and systematization of students' thinking processes. In the emotional-volitional sphere, children's emotional sensitivity and high reactivity to external influences are recognized as important components of psychological development. Furthermore, the analyses indicate that, alongside the predominance of external motivational factors, there is a possibility of developing intrinsic motivation through pedagogical influence.

Overall, the generalization of theoretical sources confirms that taking into account the psychological characteristics of primary school students is a necessary condition for improving the effectiveness of education.

Discussion. When the obtained theoretical generalizations are comparatively analyzed with existing psychological concepts, they not only correspond to classical scientific views but also indicate the need for their reinterpretation in the context of modern education. In particular, the idea of developmental education proposed by L. S. Vygotsky has been clarified as a fundamental methodological basis for managing the psychological development of primary school students. At the same time, although J. Piaget's theory of the concrete operational stage retains its relevance in today's pedagogical practice, certain changes in students'

cognitive processes are observed under the influence of the modern information environment. Specifically, such phenomena as fragmented attention and a tendency toward rapid perception require a reconsideration of traditional methods. Theoretical analyses show that there is a need for the systematic application of a psychological approach in the primary education process, and this should be implemented not merely at the level of general recommendations but through specific methodological solutions. In particular, the importance of a differentiated approach based on considering students' individual psychological characteristics is increasing. Moreover, in terms of motivation, it is necessary to gain a deeper understanding of the mechanism of transition from external incentives to internal needs and to support it pedagogically. This is closely connected with the broader implementation of a learner-centered education paradigm.

Overall, the results of the theoretical analysis scientifically substantiate that a deep understanding of the psychological characteristics of primary school students and their integration into the educational process is an important factor in increasing pedagogical effectiveness.

Conclusion. The theoretical analysis of the psychological characteristics of primary school students shows that at this stage of development, cognitive processes, the emotional-volitional state, and the motivational sphere have their own specific developmental patterns. The concrete-figurative nature of perception, the manifestation of thinking in a concrete-practical form, the instability of attention, and the initially mechanical nature of memory require the organization of the educational process based on an adapted pedagogical approach. As a result of

generalizing theoretical sources, the interconnection between the development of speech and thinking, as well as the direct impact of the emotional environment on learning activity, has been scientifically substantiated. At the same time, in the motivational sphere, the transition from external factors to internal needs has been interpreted as an important psychological phenomenon that requires pedagogical management. In the primary education process, the implementation of an approach based on taking into account students' individual psychological characteristics, the use of visual and interactive methods, and the creation of a positive psychological environment are important conditions for increasing the effectiveness of education. These approaches contribute to enhancing students' cognitive activity, developing their independent thinking, and supporting their formation as individuals.

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