

CHARACTERISTICS AND DEVELOPMENT OF COGNITIVE PROCESSES SUCH AS PERCEPTION, MEMORY, IMAGINATION IN STUDENTS OF JUNIOR SCHOOL AGE**Ahmadjanov Nurmuhammad***teacher of psychology department Fergana State University.**Fergana, Uzbekistan*

Abstract. *This article contains information about the specific characteristics and development of cognitive processes such as perception, memory, thinking, improving the productivity of memory, and giving fantasy to a student of junior school age.*

Key words and phrases: *educational process, attention, memory, mental activity, aspiration, spatial imagination, imagination, life reality, imagination, fantasy.*

The educational process creates favorable conditions for the development of voluntary, stable, strong, strong, cumulative, distributed, active, conscious attention of students of junior school age. Voluntary, conscious attention is included in independent intellectual work, solving examples and problems, performing exercises, repetition, and voluntary effort to acquire knowledge. Also, its most essential features are improved, which makes it possible to control it consciously. Children's attention develops at the same time as the purposeful, social motives of the study activity, as well as the new feelings (responsibility, responsibility, shame) that appear in them. At this age, the child begins to develop the ability to concentrate, organize, and, if necessary, distribute his voluntary attention, overcome the resistance of external stimuli, and consciously control it.

One of the most important characteristics of the memory of students of junior school age is the increase in the importance of understanding and remembering the meaning of words. The student has the ability to consciously control his memory, remember, recall, and coordinate the processes of remembering with the purpose of the activity.

As mentioned above, because the first signal structure is somewhat superior to the second signal structure, instructional memory plays a more important role than logical memory in students. Therefore, they remember concrete information, information, events and events, images and things faster and more firmly than theoretical laws and rules and abstract concepts, and they remember them for a long time. Students of the first and second grades do not pay attention to the internal connections of educational materials and remember them without understanding their meaning. They memorize the studied materials without logical analysis. The reasons for this are:

- 1) their mechanical memory is better developed than other types of memory, which makes it possible to remember information exactly, without changes;
- 2) students do not understand the task set by the teacher, as a result, they consider his request to explain it to be a word-for-word repetition;

3) their lack of vocabulary (not knowing scientific terms and language rules), lack of possibility to creatively fill in the material, to add to it, makes it easier to repeat it verbatim;

4) students do not know how to memorize the text using the correct methods.

A.A.Smironov recommends grouping meaningful words in the text into groups, finding a reference point, making a plan for recitation, and repeating a new topic while understanding the topics covered. In the process of education, students' logical memory is improved by remembering and recalling the meaning, essence, various opinions, arguments, and scientific foundations of educational materials.

It is the task of the teacher to arm them with the methods and tools recommended by A.A.Smironov. It is impossible to develop the ability to seek knowledge without creating independence in mental work. Therefore, it is important to teach children how to read interpretatively, interpret the condition of the problem, create a problem situation and solve it.

The responsibility of voluntary recall and voluntary recall largely depends on the level of mental activity of students. The level of mental activity is inextricably linked to their ability to organize and manage memory. Mnemonic (memory) methods include remembering a definition or rule verbatim, remembering the essence of a material that can be told in one's own words, dividing primary and secondary parts, collecting numbers together, including paying particular attention to the most essential concepts. The effectiveness of remembering, memorizing, recalling is based on understanding the goal and striving for it.

The efficiency of the memory is directly related to the motives of reading. In his experience, T.N.Balarich advised one group of students to master the textbook by saying that they will not need it later, and to the second group that it will be used soon. According to the obtained results, in the first group, the use of *ustanokam* in the activity was highly effective, the text was remembered quickly and was remembered for a long time. In L.V. Zankov's research, the role of the desire to remember was also studied, and it was proven that the desire to remember for a long time also has a good effect. Based on this, the phrases of remembering for a long time and remembering all the time were included in the science of psychology.

One of the important tasks of adults in general, and teachers in particular, is to teach students a certain desire to remember materials, find content, methods of remembering, thinking operations (comparison, analysis).

In order to increase the productivity of the memory, it is necessary to use self-control during the educational process, checking the material when repeating it, recalling it, and practicing it. If students of elementary school age are not taught memorization and recall techniques, they will stop for a long time in direct repetition of the material. That's why remembering is hard work (K. D. Ushinsky). But students do not like to remember the material. Learning how to memorize, remember, recall, and recall material is the key to logical memory growth.

The imagination of a student of junior school age is formed by the influence, demand, opportunities and conditions of his educational activities. A child's imagination is formed by

sufficiently reflecting the impressions of the surroundings, the wonders of the world, the works of visual art. Images, pictures, drawings, conventional symbols, signs of unknown things, natural scenes, spatial imaginations are created by the imagination of students. Restorative imagination, which is inextricably linked with the creation of a familiar image, is of particular importance in the mental world of a child. In the process of education, children's bright, clear, vivid images of imagination turn into a specific reality with the help of imagination.

The images in the works of art, in which the material of the studied science is heard and read, are organized, a system of generalized images is created, which is a whole. Reviving the impressions accumulated in life experience during study, enriching them with new symbols, bringing them into a state of mutual integration, new images, the most important factor of creative research, improves creative imagination. One of the most important features of the creative imagination is the clarity of the created images, their inherent connection to logical laws, and their distance from abnormal, wonderful and strange desires. That is why the range of images and symbols that do not contradict marriage and reality in the student's mind expands more and more. This means that the student has developed the ability to critically evaluate events. As a result, his imagination is freed from impressions, and his ability to evaluate created images based on the objective laws of nature and society is further improved.

Another feature of the imagination of students of junior school age is the intermingling of reality and fantasy. It is known that the student enriches the obvious reality or event with additional images and details created by him and brings it to the attention of others. This is not a lie, but a feature of his imagination. Some children really believe in a mixed state of reality and fantasy, in which naivety and credulity are inextricably linked. In some cases, a student of this age makes good use of fantasy in order to attract the attention of others to his information. Such a situation occurs firstly, when the child is somehow discriminated among his classmates or in the family, secondly, when there is a desire to show himself in front of his peers or adults, and thirdly, to create real creative images. can appear in the process. However, pedagogues and adults in general should always pay attention to preventing students from giving in to imagination and fantasy.

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