

PSYCHOLOGICAL ASPECTS OF SCHOOL-AGED STUDENTS.

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Annotation. This article discusses the importance of animation technology in teaching children a foreign language. The importance of animation technology at all stages of education is explained on the basis of Gardner's teaching.

Keywords: Multimedia, animation technology, intelligence, figurative memory.

The article pays special attention to the psychological aspects of primary school students. It also provides the historical basis of teaching children from an early age, the development of speech, the problems of teaching and psychological development. It also depends on what methods and technologies are used. Students need to develop skills such as didactic, communicative and time management. Of course, the educational process depends on the child's play and work activities. A well-organized lesson is a guarantee of good knowledge. This article provides an overview of the basics of primary language competence in teaching a foreign language to Grade 1 students, i.e., the scientific and theoretical basis for the possibilities and necessity of forming all modes of speech and activity. In this case, the teacher learns and remembers the materials of the foreign language lesson through games. The article also cites the views of nineteenth-century foreign educators and linguists on the subject. According to the psychological and pedagogical literature, the problem of learning a foreign language in education, the development of continuous thinking, the formation of theoretical generalizations, the means of organizing creative activities, etc. Despite the development of such methods, the process of acquiring a large amount of knowledge in the study of foreign languages by students and the corresponding problem of learning a foreign language remain highly relevant. Teaching the younger generation in foreign languages through the introduction of advanced methods of teaching using modern pedagogical and information and communication technologies, radically improving the system of training specialists who are fluent in these languages. On this basis, in order to create conditions and opportunities for the formation and development of international cooperation and dialogue, on December 10, 2012, the President of the Republic of Uzbekistan signed a decree "On the study of foreign languages." Resolution No. 1875-PK "On measures to further establish the system of learning" was adopted. This decision was based on the new European standards for the study of foreign languages, STS, curriculum, curriculum and textbooks, etc. The basis for the creation of the necessary methodological literature for the researcher ratib gave. The study of the history of language shows that people in ancient times had an interest in learning foreign languages. the simplest, simplest ways have been sought and applied. The methodology and techniques have changed over the centuries, but the ideas put forward by Jan Kamensky, I Pestolostsi, A. Disterveg are based on the

fact that the process of learning a foreign language is complex and multicomponent. the goal is to teach them to communicate in that language. In order to be able to communicate in a foreign language, students need to have a certain level of vocabulary in that language. They need to have a certain level of vocabulary in the language.

It is impossible to speak without mastering the vocabulary of the language. Learning a foreign language from primary school is useful regardless of the child's abilities and abilities, because a foreign language has a positive effect on the development of the child's cognitive processes - memory, attention, thinking, imagination and cognition. According to Belyavev, "A foreign language teacher should know not only his subject, but also the psychophysiological characteristics of the child. After all, mastering a foreign language can reflect and change the objective world of the child. Acquisition of language vocabulary expands students' worldview, increases their knowledge of philology, history, culture, geography. In particular, D. Atkinson, S. Krashen, L. Underneath, Ya. According to Kolker and Y Ustenova, the systematic use of the mother tongue in the study of a foreign language is an area of achievement and acquisition of knowledge (in the case of lesson objectives). Words that are part of a language's vocabulary are called lexicons. Vocabulary is an ever-evolving element of language. Sprachfllegi estimates that four times as many words as a person sings. knows the words. Older scholars knew 6,000 to 100,000 words in their mother tongue. In everyday life, conversations, and messages, people in European languages made up 1,500 to 2,500 words. In conclusion, people use a limited number of lexemes in their mother tongue as well. The time spent on learning is strictly limited. In high school, the vocabulary that students can understand is determined. The selected lexical units must first be mastered by the students. This vocabulary is called the lexical minimum in the methodology. Determining lexical minimum takes a long time. The first thoughts in this area are Ya. At the beginning of the twentieth century, a number of dictionary minimums were created in connection with the idea that the time spent on foreign language education should be minimized and students should be given the most necessary knowledge and skills. The main principle in the formation of these dictionary minimums is the frequency of the word in the context. When talking about the scientific, theoretical and practical aspects of teaching foreign languages in grades 1, the following information can be said. The idea that they have enough skills to be able to play from the age of 7 was put forward by the French scientist S. Marcel (1793-1896).

He considered the development of oral speech activity in children to be important. One of Marseilles' contemporaries, F. Guezn (1831-1896), put forward the idea that oral speech activity in children could be developed through games. explains the need to learn. First, the material prepared for teaching a foreign language is understood by listening, and then it is used in practice as a speech. Second, because the foreign language is full of emotion, oral speech activity is not

about words. , but should consist of sentences that are central verbs.G.suint and V According to Fyotor, the development of 4 skills for teaching a foreign language to children aged 6-7 years has a positive effect. Psycho-pedagogical aspects for the development of oral speech, skills and competencies of school-age children, ie the basic mental characteristics (feeling, attention, memory and imagination, perception, etc.) in the first-grader .) should be noted. In general, the listed functions are the basis for children to learn foreign language materials.

It would be appropriate to explain the impact of animation technologies on the quality of education in foreign language teaching with Gardner's teaching. Gardner points out that we have eight intellects. They are musical-rhythmic, visual-visual, linguistic-verbal, mathematical-logical, kinesthetic-physical, interpersonal, personal and natural. [1: 262] Animation technologies have a direct impact on almost all of these types of intelligence, obviously four.

1. The impact of animation technologies on musical-rhythmic intelligence.

Pronunciation capabilities in children are expanded through the function of uploading audio files in animation technologies. Images can also include word readings. Much of the information a person receives from the outside world throughout his or her life is accomplished through hearing. And the information generated in this way is much more complete than the information received by other sensory organs.

2. The impact of animation technologies on visual intelligence.

Since animation technology is mainly focused on "animating" graphics, the reader perceives it directly visually. In the methodology, this concept is also interpreted by the term "figurative memory". The information received through vision is stored in the human brain both voluntarily and involuntarily. The importance of the concept of "figurative memory" can also be seen in books published for people of other languages who are learning a foreign language as a second language. Because there will be no language of pictures, images, animations. They are received through certain sensory organs. That is why we can call them "universal languages".

3. The impact of animation technologies on linguistic-verbal intelligence.

Animated videos, presentations can also engage the child linguistically. Because in it theoretical information and new words enter the reader's mind with the help of images and sounds. First, the learner develops an overview of the topic. Every time he sees a picture of a certain animal, his linguistic intellect is activated. And through this ability, the child quickly remembers the words he has just learned, and they are stored in the memory for a long time.

4. The impact of animation technologies on mathematical and logical intelligence.

Mathematical-logical intelligence is not only a calculation-oriented intelligence, but it also involves the analysis of scientific puzzles using logic, problem identification, finding alternative solutions to them. Animation technology has an indirect effect on this type of intelligence, not a direct one. And these effects take place in the core of the above three intellects. We can see the importance of animation technologies in

the formation of this type of thinking in the method of "Four plus". The child is given 3 words on the topic of "Animals", say, sat, dog and tiger, followed by pictures on another topic, such as "yellow". The child must logically find out which answer is redundant. In the next step, the method is a bit more complicated and images of sat, dog, tiger and hen are given. The child will now have to perform intergroup sorting through logic. That is, they need to know about Domestic animals and Wild animals. This mental ability helps children develop logical, creative and critical thinking.

The above examples do not imply the idea that animated technologies have no effect on other types of intelligence in foreign language teaching or that these concepts are only important in teaching children. Perhaps these new approaches will indirectly affect other types of intelligence as well and further increase the efficiency of the learning process. It is advisable to use them at all stages of education.