

METHODS AND MEANS FOR THE DEVELOPMENT AND SUSTAINABILITY OF ATTENTION IN CHILDREN

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Annotation

In children, attention begins to develop very early. Although one- or two-week-old infants show no signs of attention, they soon begin to show signs of voluntary attention, starting at one month of age. This article discusses the development of attention in children and ways and means to stabilize it.

Keywords: Child, attention, attention, development, consciousness.

Introduction

During the first month of life, children are involuntarily attracted to various powerful stimuli (such as loud noises, excessive light). At the age of two or three months, babies begin to listen to the cries. Even bright (shiny) colored objects involuntarily begin to attract the attention of children of this age. The more colorful the child's eyes, the more attention the child pays to them.

The attention span of preschoolers is extremely unstable. For example, if you give a child a new toy, he will become very interested in the toy. But at the same time, if you show him another toy, he will drop the first toy and move on to the second one. Attentional instability in young children is due to the fact that they are still physiologically weak braking processes. The braking process does not stop the drive from spreading. That's why your little one's attention is distracted from one thing to another.

Main part

Extremely unstable children's attention span in early childhood is also associated with very little life experience. Since everything seems new to children, the attention of the clerk is often distracted from one thing to another. The child's vision is distracting because the child finds it interesting. For example, N.M. According to Menchinskaya, Sasha (1 year and 8 months) listens with great interest to the story of the goat and her children. When the wolf comes and knocks on the door, Sasha knocks on the wall to see how the department is knocking, but sometimes she becomes so addicted to the knock



that she completely forgets the story.

In early childhood, attention span is very weak and narrow. Children this age can only focus on something that is obvious to their eyes. The role of speech in the development of children's attention in early childhood is enormous. In addition to communicating with adults, a child's ability to speak fluently allows them to follow the instructions of the teacher. As mentioned above, young children love to look after adults and get involved in the work of the clerk as much as possible. They are happy to do their adults' requests and assignments, are interested in simple self-service tasks, and try to take care of their parents' household chores. That's all you need to focus on and focus on. This lays the foundation for the development of voluntary attention in children.

From kindergarten onwards, children begin to develop voluntary attention. However, involuntary attention is predominant in young kindergarteners. The new hobbies that young children are exposed to every day, and the variety of play activities, gradually improve their involuntary attention.

Obedience to the rules required by the team in kindergarten, strict observance of the rules of the game, perseverance and diligence in the development of adult tasks develop voluntary attention in kindergarten children. Play plays an important role in the development of voluntary attention in children. Because during different games, children gather their attention and put forward a certain goal on their own initiative. They are free to choose the rules of the game. In order not to deviate from the rules of the game, they try to adapt their actions to the rules of the game and follow the actions of their teammates. In addition to involuntary attention, voluntary attention is actively involved in such games, thus creating conditions for your child's play. It should also be borne in mind that voluntary attention is voluntary, which is why children are often unable to organize this type of attention on their own. In the beginning, the voluntary type of attention should be developed through a variety of questions and assignments. In kindergarten children, some of the characteristics of attention, such as strength and stability of attention, also begin to develop. This is due to the fact that your child (especially middle and older group children) can sit for a long time on a job, play some games for hours without getting bored, and be able to sit patiently in training sessions. we can know.

The development of attention in kindergarten children depends not only on the conditions in the kindergarten, but also in the family. That is why your child's attention does not develop evenly and evenly. Some children are unable to

regulate their behavior because they are not properly supervised or abused in the family. Such children will not be able to touch everything without permission, will not be able to sit still, and will not listen to the call to order. These kids are so restless that they can't focus on anything. Inability to control attention, that is, the inability to focus on one thing for a period of time, leads to discipline and interference in the classroom. That is why educators need to take an individual approach to such a child (giving him various responsibilities, etc.), to cultivate in them the power of attention and stability. At the age of kindergarten, the volume of attention in children increases significantly compared to previous periods. The attention span of children is still much narrower than that of adults. For example, while an adult's attention span can hold 5-6 things (unrelated letters or numbers) at the same time, a preschooler's attention span can hold only 1-2 things at a time (small group). children 1, middle and large group children 2). A small group of children may try to focus on two things, but they can't. For example, if a 3-year-old is asked to bring a bowl of water, he will pour it out. This is not because he is illiterate or lazy, but because he cannot focus on two things at the same time. It is impossible for a child to bring his attention without spilling or shaking the water in the bowl. Therefore, it is not advisable to bury children in such cases.

The breadth of attention is a feature of clear perception. This feature is especially important for your child's reading activities. Therefore, it is important to take full advantage of every opportunity to develop this feature of attention in kindergarten. Excursions, screenings, and conversations with pictures from all walks of life play a big role in this. Voluntary attention, which is necessary for the educational process in the school, is developed during the didactic lessons in kindergarten, reading stories.

A preschooler's attention is often focused on something because of his or her curiosity and emotions. That's why at this age a child's attention span is almost undeveloped. Kindergarten-age children tend to focus and memorize certain things over and over again because of the weakness and narrowness of their ability to focus. Kindergarteners, for example, often hear the same story over and over again. The reason for this is that the scale of children's attention does not fit into the plot and characters of the story at once. That's why they keep hearing stories and fairy tales over and over again.



Conclusion

As a result, attention develops much faster during and after kindergarten. It is during this period that most involuntary types of attention develop. However, a systematic increase in a child's kindergarten-age activities, especially didactic and labor activities, leads to the development of voluntary attention. It is a well-known fact that the process of schooling cannot move forward without voluntary attention. Therefore, it is necessary to try to develop in children the basic features of voluntary attention and attention through various compulsory activities in kindergarten. Further development of attention takes place in the educational process at school.

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