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PSYCHOLOGICAL FEATURES OF CHILDREN ON THE TURN PRIMARY SCHOOL AGE

A child's entry into school is an important event in their life. Children experience it differently depending on psychological readiness. Most children are willing to go to school. Children are involved in learning activities that become leading in their lives. The transition of children to the position of schoolchildren obliges them to get up on time, come to school, follow the

rules of school life, regardless of whether they want to do it or not, perform mandatory tasks, overcome difficulties in work.

A reliable basis for the successful organization of the educational process – taking into account the psycho-physiological features and patterns of student development [21]. This is especially true for children at the turn of preschool and primary school age. This age is psychologically critical: there are changes that mean the completion of the preschool stage of development, and there is an ability to understand the general principles, relationships and patterns of scientific knowledge. The qualities characteristic of preschool childhood are combined at the age of six with new opportunities, in particular in the field of learning. Therefore, the realization of the potential of other students requires special learning conditions.

Education in the first class is built taking into account the age characteristics and prospects of six-year-old children. In its content, methods and forms laid the ideas of promoting the comprehensive development of students, ensuring a full transition to a leading educational activity and the formation of personality in the transition period [11]. Assimilation of program knowledge by students is directly related to the development of elementary forms of learning, planned and differentiated attitude, cognitive activity, positive attitude to school, adequate self-esteem and communication skills.

Mastering knowledge, skills, abilities is carried out in various activities. In the educational process, a lot of time is devoted to drawing, designing, sculpting, domestic work, games. Along with this is the acquisition of knowledge in the process of specific, new for the child activities – learning and learning [5]. All these activities in their unity provide a developmental function of learning six-year-olds, restructuring the nature of mental processes – perception, memory and thinking, a qualitative change in the general direction and personality traits of the student [7].

The opportunities inherent in the content and methods of teaching are realized only under the right pedagogical guidance. Therefore, it is important for the teacher to know the psychology of six-year-old students, the patterns of their development before school and the patterns of psychological changes in their personality and cognitive processes in the educational process.

Cognition is carried out through mental processes – thinking, memory, attention, etc., starting with sensations and perceptions. Up to six years of perception acquires the features of purposeful activity: the child is able to distinguish the subject from a number of other subjects, focus on it and determine its specific qualities. In the first place, six-year-olds perceive bright, three-dimensional objects that cause an emotional reaction, and is characterized by a superficial perception and not always adequate selection of essential features [19]. These features of perception are manifested in the learning process. In particular, first-graders shift similar graphic images and sounds, make mistakes in taking into account the quantitative and spatial

arrangement of objects in the design and application, violate the proportions in drawing and modeling. Deficiencies in perception make it difficult for children to learn the concept of number and its composition, hinders the transfer of the calculation to the internal plan, inhibits the clarity of understanding of the official parts of speech [8].

In the process of learning the student's perception develops as a purposeful and rationally organized activity of sensory cognition. The teacher must provide:

- sufficient accuracy and completeness in the child's perception of the object, phenomenon;
- enrichment of sensory experience of students;
- education of observer qualities – the ability to observe and see hidden patterns;
- mastering sensory standards (conventional samples of objects and properties);
- organization of external perception of objects in combination with the comprehension of this material [4].

The development of perception in six-year-olds is inextricably linked with the acquisition of words that capture the properties of objects and generalize the sensory perceptions of the child.

Perception is the basis for thinking aimed at identifying relationships and regular connections between objects and phenomena of objective activity. The thought process is realized through various operations: analysis, synthesis, abstraction, comparison, concretization. Mental activity is manifested in the child in various forms – as a visual-action, visual-image and logical thinking. Visual-action thinking is intertwined with practical activities: the first-grader actually operates with objects. In visual thinking, he relies on images of objects or ideas. Logical thinking is based on the transformation of concepts and judgments based on them [20].

A six-year-old child can solve problems using all forms of thinking, but visual thinking is dominant at this age, and when faced with difficulties, active thinking is activated. Materials of special researches [17.] prove that this form is an important reserve for mastering of knowledge by children. The effect on the mental development of six-year-olds is determined by the interaction of three forms of thinking. The full development of figurative thinking and practice in solving problems at the level of logical reasoning contribute to the development of logical thinking as a basis for the acquisition of scientific knowledge.

According to this approach, the content of subjects has been developed, the purpose of which is not only to ensure that children learn arithmetic and writing, but also to form their skills of orientation in linguistic phenomena and mathematical relations, to begin understanding socio-political phenomena, to give spatial-temporal representations etc. [1]. In particular, literacy includes

both the primary processes of language acquisition and the development of students' thinking. Language first becomes the subject of awareness. In the process of sound analysis, the child discovers two sides of the word – formal and meaningful, perceives the word as an element of language activity, learns to recognize changes in its structure, connections with other words. A new sphere of thinking is emerging, which requires new types of relationships associated with the selection of essential features in linguistic phenomena.

Educational material in various subjects puts children in front of the need to identify the essential features inherent in both one phenomenon and their series, to formulate the necessary conclusions. The essential properties of an object are manifested through its inclusion in connection with other objects and their comparison. Such inclusion of LS Vygotsky considered it as the main way of thinking, the formation of which allows to know the subject in its relationship with other objects [6].

The transition from external to internal action (from real to verbal) is very stressful and requires careful work at every stage. The delay time at a certain level is determined by the complexity of the educational material and the degree of its novelty for students. If an insufficiently mastered action passes into the internal plan, it will be imagined to be performed slowly, irrationally, with a significant number of errors [12]. Therefore, the teacher in each case determines the readiness of the child to move to a higher stage of understanding the new material.

Cognitive activity also includes memory processes. The memory of six-year-olds is mostly involuntary, visual in nature. Material that is of interest or importance to the child is well remembered. First graders have some experience of random memorization and reproduction gained in life situations and games. But children begin to possess their memory, to subordinate mnemonic processes to a conscious goal only in educational activities [15].

With the right organization of learning there is an enhanced development and quality restructuring of memory. The trend of qualitative change is to move to mostly random memorization and reproduction based on logical processing of the material. Spontaneous memorization becomes a by-product, but it must also be managed.

The peculiarity of learning in the first grade is mostly involuntary memorization, which allows you to memorize a fairly abstract material without special orientation and extra effort. The form of involuntary memorization corresponds to learning situations with game motivation. The development of random memory involves the setting of a conscious mnemonic goal and the use of certain methods and techniques of memorization [16]. Memorization should not be abused until children have become accustomed to the material. Effective development of memory at the initial stage of learning significantly increases the general culture of mental activity of students.

As for the emotional sphere of six-year-olds, this period is characterized by the impulsiveness of children's behavior (the tendency to act on the first impulse, under the influence of external circumstances or emotions). Emotions prevail over all aspects of mental life; they arise quickly and are brightly shown. The spontaneity of children, external expressive movements (facial expressions, postures, gestures), speech intonation allow the teacher to quickly identify the nature of students' emotions and respond accordingly. The life of a six-year-old child is full of emotions. One day contains the experience of love, tenderness, jealousy, feelings of grief and joy, envy, fear, despair and others. The first-grader gets tired of his own emotions, ceases to understand and follow the rules of behavior, becomes uncontrollable [10].

Relationships with other people play an important role in the life of six-year-olds: parents, peers, teacher. Provided a friendly attitude to himself, the child feels emotional satisfaction, self-confidence, security, and he has a positive attitude towards others [22]. It is known that only in the conditions of mutual love the child learns to love himself. First-graders only perceive other people when they love and respect them, which is why it is so important that from the first day of a child's stay in school he does not feel the emotions of disharmony.

The student's idea of their learning opportunities is formed through the attitude of the teacher. A six-year-old child subtly feels the love, trust, joy of a teacher. The first-grader is influenced by the latter and behaves as his teacher sees. The result of the child's non-perception of the teacher is self-perception [13]. Constant remarks, reproaches of the teacher, improvements on the part of parents for failure in education form in the first-grader internal readiness for failure. Purposeful learning and moral education is possible only if there is mutual understanding between teacher and student.

The main principle of education, according to M. Amonashvili, is to make the child a voluntary assistant teacher in her own education [1].

Already in preschool, a sense of empathy develops (the ability to empathize and empathize with other people), but in the child's perception of another person's experiences is only their own experience. At the beginning of primary school, the ability to take the position of another appears. Accumulated emotional and spiritual experience becomes the basis for the development of higher forms of sensitive, altruistic behavior [17]. The intensity of compassion depends on whether the child has experienced this, and the level of development of imagination. You can evoke experiences on the basis of artistic images.

Reflecting on the empathy of a six-year-old child, there are two meanings of this term: a) sensitive, compassionate attitude to another's grief, experience; b) friendly attitude to another person, supporting him in joy [9]. The ability to empathize does not preclude the inadequate expression of emotions (laughter in a tragic situation, etc.). This is not evidence of the

child's cruelty, but shows an inability to abstract from a specific (in her opinion, funny) situation and predict the consequences of their actions.

Six-year-old first-graders have a feeling of jealousy. The child is jealous of his parents to his brother or sister; teachers – to their peers. Therefore, the teacher must be equally attentive to all children. As a result of adequate actions of adults, students get rid of selfish love [3].

The joy of success helps a child on the verge of preschool and primary school age to overcome difficulties. Students prefer knowledge that requires the activation of thought processes. The child will want to learn only if he is involved in various activities on the basis of independent acquisition of knowledge (to conduct experiments, observations, etc.) [18]. Learning work that requires effort is fun. Dissatisfaction with cognitive needs is the cause of negative emotions and ultimately – loss of interest in school in general.

Already the first steps of school life require a child to have a fairly high level of arbitrary regulation of behavior. Obviously, many strong-willed skills a child must learn and consolidate in preschool. Even if the skills of reading, writing, and numeracy are mastered, an inattentive, uncollected, disorganized child is characterized by poor preparation for school. Education of the will should begin at preschool age, because during this period the need to be good in the eyes of adults is actualized [14].

Play as a leading type of preschool activity is gradually being replaced by educational activities. However, it should be noted that the educational activities of six-year-olds are fully realized only in the game. Among its forms, the most effective are role-playing games and games with rules. Adoption and implementation of rules require first-graders to consciously manage their behavior. The mechanism of subordination of motives begins to work, in the course of game elements of arbitrariness are formed [2].

Volitional behavior presupposes the dominance of motives that do not come from direct motives, but are determined by a conscious goal. Emotions, which sometimes become motives for social behavior, play an important role in the volitional actions of six-year-olds. For the development of volitional qualities in the first grade, children should be taught to plan their actions, starting with the student's reproduction of the sequence of actions of another person (animal, hero of a literary work, etc.) or their continuation. As a result, the student masters the thinking tools of others based on the development of reflection as an awareness of their real capabilities [9]. The child's independent reflexive experience begins to form.

Thus, preschool age is a transitional period in which the features of preschool childhood and typical features of the student are manifested. This age is rich in hidden opportunities for development, which are very important to notice and maintain in a timely manner. This is the time when the foundations of many mental qualities are laid and developed. Particular attention should be paid to the age characteristics of physical and mental

development of children, which will give the teacher the opportunity to purposefully, without harm to students to organize quality education.

When preparing a child for school, the issue of continuity, continuity and continuity of preschool and school education, the introduction of personality-oriented technologies of children's education is especially important.

Cooperation of teachers of preschool and primary schools is carried out on information (workshops on discussion of programs and plans of educational work, creation of didactic material) and on activity (exchange of innovative techniques, experience of the organization of educational activity of senior preschoolers and junior schoolchildren, mutual consultation) levels. The purpose of the joint work of the preschool and school is to create conditions for the psychologically comfortable transition of a child from kindergarten to school.

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ПСИХОЛОГІЧНІ ОСОБЛИВОСТІ АГРЕСИВНОЇ ПОВЕДІНКИ ПІДЛІТКІВ

У реаліях сьогодення девіантна поведінка підлітків, істотним чинником якої є агресія, стала гострою соціальною проблемою. Однак необхідно пам'ятати, що підлітки є початковою ланкою соціально-вікової групи «молодь» – найбільш активного та динамічного елементу структури суспільства, що являє собою його майбутнє. Тому, на сьогоднішній день, є дуже важливим виховання молодих людей