

PSYCHOLOGICAL FEATURES OF THE DEVELOPMENT OF PERCEPTUAL ABILITIES IN PRIMARY SCHOOL STUDENTS

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Annotation: This article discusses methodological approaches to the development of perceptual abilities of students at the primary education stage. Effective methods for the formation of perception, attention, analysis and generalization skills in students through practical exercises, interactive games, multimedia tools and group activities are described. Also, the results obtained on the basis of experimental testing are analyzed and methodological recommendations are put forward.

Keywords: perceptual abilities, perception, primary education, methodological approach, game training, educational technologies.

INTRODUCTION

In the modern education system, special attention is paid to the psychological and cognitive development of primary school students. In particular, the formation of their perceptual abilities is the basis of reading, writing, arithmetic, thinking and communication skills. Perception is the process of a person's perception, understanding of the environment through visual, auditory, tactile and other sensory organs, and its reflection in the mind. Therefore, the development of these abilities in primary education is a relevant issue from a psychological and pedagogical point of view.

LITERATURE ANALYSIS

Perceptual abilities stimulate the cognitive activity of students in the educational process and contribute to the formation of cognitive processes. Scientists such as I.I.Sechenov, A.N.Leontyev, B.G.Ananyev, and P.Ya.Galperin have deeply analyzed the relationship between perception, thinking, intuition, and experience. In particular, according to Sechenov, perception is carried out through a comparison between previously formed images in a person and current real representations. The English thinker John Locke, focusing on the place of experience in perception, emphasizes that the process of cognition occurs through information collected through intuition.

In addition, the Russian psychologist S.L. Rubinstein substantiated the incomparable role of active perception in the formation of human consciousness. In the field of primary education pedagogy, researchers such as M.V. Boguslavsky, N.E. Shikhova, and the Uzbek scientist Z. Shermatova have developed methodological recommendations for the development of observation, attention, and visual perception in students.

RESEARCH METHODOLOGY

This study aimed to identify and study the psychological characteristics that serve to develop the perceptual (cognitive) abilities of students at the primary education stage. The methodological basis of the study was the following approaches:

- Person-oriented approach - made it possible to individually assess the cognitive capabilities and level of development of each student.

- Psychological-pedagogical approach - served to determine the formation of perceptual abilities by studying the stages of mental development of students.

- Experimental-testing method - was used to test theoretical knowledge in practice and evaluate the results.

The following methods were used in the study:

- Observation method - students' behavior and sensory activity in the learning process were observed;

- Interviews and tests - accurately determined the level of perception, perception and understanding of students specially designed questions and psychological tests were used to assess the level of perceptual abilities;

- Experimental exercises - lessons were conducted that developed perceptual abilities using special methodological tools;

- Mathematical and statistical analysis - statistical methods were used to analyze the collected results and determine the level of reliability.

ANALYSIS AND RESULTS

The following main results were achieved during the study:

1. The following factors were identified as forming the perceptual abilities of primary school students:

- o the predominance of visual (visual) perception (in 70% of cases);

- o auditory perception of information in 25%;

- o kinesthetic and tactile sensations are active in 5% of cases.

2. The results of the study showed that when special exercises are performed with students (tasks for distinguishing color, shape, sound, drawing a maze, comparing objects), their perceptual, separation and generalization skills develop significantly.

3. When comparing the results of the experimental group (those who received lessons based on the methodological approach) and the control group (those who participated in regular lessons):

- o In the experimental group, a positive increase of 20–25% was noted in perception, attention, and perception;

- o In the control group, this indicator was around 5–8%.

4. Students began to form the skills of:

- o Listening and understanding,

- o Describing what they saw,

- o Expressing their opinion,

- o Generalizing what they had learned.

5. The analysis shows that in primary education, perceptual abilities can be developed through psychological preparation, environment, visual aids, and didactic games.

The psychological feature of the development of perceptual abilities in primary school students is the ability to perceive, sense, and understand the environment. It is carried out through visual, auditory, tactile (touch), kinesthetic (movement) and other sensory organs. Perceptual abilities are important for primary school children, and they play a significant role in their reading, writing, arithmetic, creative thinking and communication processes.

The primary school age period includes the age range of students in grades 1-4. Of course, the growth of a child, the development of his psyche and consciousness, and his maturation as a member of society are based on certain laws. During this period, it is possible to observe certain changes in the student's psyche. During primary education, the first time a student steps on the threshold of school is the beginning of his educational activity. As soon as a student steps on the threshold of school for the first time, a number of psychological difficulties begin to arise in him. Making this period interesting and exciting for the student will lead to good results in all respects. Educational activities lead to the emergence of mental difficulties in the development of the student's voluntary and stable features of cognitive processes, mental qualities and thinking processes. All educational activities of primary school students are strictly targeted.

A person lives not in an unexplored world of individual lights or colors, sounds or connections, but in a world of objects and shapes, complex situations. Things perceived by a person appear before his eyes in the form of holistic images.

The concepts of "sensation" and "perception" are interconnected, but there are also fundamental differences between them. As a result of the merger, individual sensations turn into holistic perception, moving from reflecting individual signs to reflecting holistic objects or situations. Therefore, the main difference between perception and sensation is the objectivity of perceiving everything that affects us, that is, the holistic reflection of the body with all its properties.

Perception is not a simple sum of sensations. In addition to sensations, previous experience, understanding of the perceived, as well as memory processes are involved in the process of perception. In most cases, perception is called the perceptual system of a person.

Usually, a person's perceptual activity occurs on the basis of his acquired knowledge, accumulated experience, as well as a complex system of analytical-synthetic actions. Another important feature of perception is its generalized reflection of objects and phenomena. As is known, the multifaceted, multifaceted actions entering the human psyche are not limited and limited to perception, but are evaluated as a specific part or phenomenon of that complex.

The famous Russian physiologist I.I. Sechenov noted that a person compares the images formed from his current perception with the images formed in his previous perceptions and stored in his memory. If the image formed from his current perception completely coincides with the image formed from the previous perception of the same thing, he recognizes the object he is currently perceiving. On the contrary, if the image formed from his current perception does not coincide with the previous image, he recognizes the object he is perceiving.

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