

**INTERNAL FACTORS, PERSONAL PREREQUISITES IN YOUNGER SCHOOL CHILDREN**

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**Abstract**

This article describes in detail the internal factors, personal conditions, the development of the creative process in younger students, the child's reflection on his life values, personal qualities, and the further development of intellectual abilities in children.

**Keywords:** Internal factors, personal conditions, intellectual development, intellectual potential, his world, attitude, family, and teacher.

**Introduction**

Primary school age is the rapid development of the psychological development of the child, all mental functions, the formation of complex activities, the formation of the foundations of creative abilities, motives, and needs, ethical standards, self-esteem, and elements of arbitrary regulation of behavior is an important stage.

The development of the creative process, in turn, enriches the imagination and expands the knowledge, experience, and interests of the child. The creative activity develops emotions in children, and contributes to a more acceptable and intensive development of higher mental functions, such as memory, and thinking. perception, attention. The second, in turn, determines the success of the child in school.

**Literature Analysis and Methodology**

Child development factors are of 3 types:

- Biological
- Social
- Personal activity, subjectivity.

The mechanism of development is a concept that describes the specific processes of transformation of the object of development.

If we give an example of the types of mechanisms studied, then they will also get 3:

Internalization is like the appropriation of forms of social relations. (L.S. Vygotsky)

Imitation of the forms of another.

Reflection - as a mechanism of "bifurcation", fixing a given form of behavior as one's own. (V.I. Slobodchikov)

The younger school age is characterized by the appearance of such mental neoplasms as reflection, self-regulation of one's activity, the formation of an internal plan of action, arbitrariness, awareness, and intellectualization of all mental processes, the development of an organization, responsibility, as well as the emergence of other sustainable forms of behavior based on learned moral standards. There is a step into another life, the status of the child changes, and he becomes a person who now has more serious aspirations, and goals - to be a good student, get a grade of five in the lesson, receive praise from adults, learn something new and learn new actions.

Over time, the child wants even more. He wants to create something, no matter how and with what, the main thing is that he tries to prove himself or leads himself to the idea that his work should be perfect. It doesn't matter in which direction he wants to prove himself, he tries everything. He tries himself in everything until he finds himself.

By creating works of creativity, the child reflects in them his understanding of his life values and personal qualities. Children of primary school age love to do fine arts. They passionately sing and dance, sculpt and draw, write fairy tales, and are engaged in folk crafts. Creativity enriches and makes a child's life even happier. Children can be creative regardless of personal complexes. Often adults who criticize his creative abilities are ashamed to show them. Every child has unique characteristics that can be recognized from an early age.

To date, many problems of development and education of gifted youth in the field of out-of-school education remain insufficiently studied, depending on the level of their understanding.

### **Discussion**

In society, the educator (teacher, educator) performs a worthy and responsible task, firstly, to educate the younger generation, and secondly, to give comprehensive knowledge to our working people. Theoretical and pedagogical materials and directions used by a participant in the educational system to work with teachers and qualified youth in the field of socio-psychological support of qualified youth in the context of preschool education, the implementation of the case gives effective results.

It can be said with confidence that dynamic conditions for the further development of the intellectual abilities of children have been created by our state. These are factors influencing education and upbringing. The most important thing about the human intellect is that it allows us to reflect on the connections and relationships between things and events around us and in the Universe and thereby transform them in a practical way. It should be noted that the word "pedagogical support" is the leading one in the use of psychological ornaments of recovery as the first basis of the education system and the organization of the entire educational atmosphere as a whole.

In the 21st century, education began to focus on preparing solutions to such vital and personally significant problems as self-determination, choosing a lifestyle and building life plans,

developing value orientations and worldviews, building effective business and personal relationships that satisfy a person, joint activities, knowledge and accounting features of the inner world of man and himself. From 7 to 10 years old, the child begins a new life, a new world opens up for them - the educational one. The fact that a child becomes a student sometime after, so to speak, life in chocolate. At first, everything frightens him, new people, new rules, and a completely different situation around him as a whole. After some time, he begins to like it, because the child has fun with new friends. If the teacher is a professional in his field, then he will be able to interest him so that the child will want to go to school as soon as possible. Well, what is the relation of the child to the educational institution? Is it about teachers? In a hyperactive child? Maybe it's the parents? To find out the child, you must first enter into his trust. And this is not about an individual attitude, but only in attentiveness to this child, even with one corner of the eye. Since the teacher cannot know at what point he will be able to see the state of the student. As for the topic of parents, it is worth discussing first with the parents themselves. That is, the usual conversation, the presence of a school psychologist is also welcome.

### Results

What do we get? With careful observation of the student, the teacher will have the opportunity to learn a lot about the child. Namely, his moments of loneliness, joy, and sadness, which amuses him, and make it possible to smile or be interested in some direction of sports or dance sections. Sometimes you can see a child sitting alone at the desk of one, playing with toys. It is noticeable that the student, before starting school, spent some time at home. He has his separate world. And he needs time to see his classmates who are playing various games or discussing something. Over time, he wants to play the same as the others, and he, although slowly, still takes a step toward his classmates.

Why is the topic of parents brought up? If we want to cultivate any qualities in a student, then we should first find out about the parents. No matter how much effort, if parents negatively influence the child, it will be impossible to change him, teach him something, and explain anything. Since the child, since cannot bring out his anger on his parents, he does this on his classmates and teachers. When the goal is to teach and educate a child, it is worth remembering that his environment, his family - their influence will be stronger than yours. Therefore, it is worth making a plan.

### Conclusion

The child begins to evaluate himself as a separate person. Begins to learn about their rights. With the help of the teacher, he begins to understand what he wants. What he wants to do, how he wants, where, and when. The development of the student's interests, his academic performance, his behavior, the formation of a worldview - everything is the responsibility of the teacher.

In conclusion, the state of pedagogical work with gifted children, its social and educational significance, underdevelopment, as well as the need for a more theoretical formulation of the question of the abilities of young people and its practical solution in a particular area determined the choice of our study. topic. This issue was resolved in the following way. In

such processes, a system of pedagogical support for the education and improvement of gifted youth in an additional general educational environment is implemented.

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