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PSYCHOLOGICAL FEATURES OF FORMATION OF VOLUNTARY ATTENTION IN ELEMENTARY STUDENTS

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Abstract: *This article examines the characteristics of attention in primary school students, in particular, the mechanisms of formation of voluntary attention and the neuropsychological basis of this process. The article describes psychological factors that hinder the stabilization of attention and practical recommendations for their elimination using real-life examples.*

Keywords: *Voluntary attention, neuropsychology, cognitive processes, speech regulation, school adaptation, willpower, "Proofreading test", time visualization.*

Introduction

Today, the rapid growth of society, the development of science and technology, the positive results of the reforms being implemented are having an impact on educational processes, as well as on all spheres. In the current conditions, it is necessary to consider the education system and all its links as a unity and continuity. These links ensure the pre-school education of children, the spiritual and moral development of young people with general and special knowledge, professional training, and their physical development. The school is an important link responsible for fully meeting all the needs of society, and this institution is responsible for the formation of a person.

It is known that a person develops as a whole. The task inherent in a whole educational process is to form not only intellectual, but also abilities and skills in a person. A process that is integrated into a whole creates a sense of interest in the student. In ensuring the unity of tasks in the formation of a person, first of all, the unity of goals, means and observed results is also taken into account.

In particular, attention plays a crucial role in the formation of learning motivation in primary school students. Motivation and encouragement are also of great importance in the development of attention. When children receive praise and encouragement from their parents for their small achievements, they increase their self-confidence. This increases their

interest in learning and further strengthens attention. It is important for parents to encourage children to strive for their goals and encourage them for their success.

Attention is a cognitive process consisting in the direction of mental activity and its concentration on an object that is of certain importance to the individual. By direction, we mean the selective nature of mental activity, the voluntary and involuntary selection of an object. When a student listens to what a teacher is saying at school, he consciously chooses this listening activity, his attention is consciously aroused, subordinated to this goal. The direction of his mental activity is expressed in the fact that the student concentrates on the content of the educational material without being distracted by anything else.

The level of development of cognitive processes plays a significant role in expanding the horizons of a primary school student.

The main feature of the attention span of children of primary school age is its relatively short duration and variability. Students of this age are easily distracted, their attention span is limited. Therefore, teachers and parents should use special methods and techniques to form and strengthen children's attention. It is important that children actively participate in the process of developing attention, and that they are given tasks that are interesting, easy to understand and fun. One of the most effective ways to develop attention is through games. Games help children focus their attention, engage them in active and interesting learning. For example, games such as color sorting, finding shapes, and remembering words help to strengthen attention. At the same time, the use of visual and auditory aids in the learning process also helps to increase attention. Pictures, videos, and audio materials make it possible to keep children's attention longer.

One of the important factors in developing attention is the proper organization of the learning environment. The classroom should be free from noise and distractions, comfortable and orderly for students. The duration and content of lessons also play a big role in maintaining attention. Lessons should be short and appropriate to the age characteristics of students.

Long and monotonous lessons cause fatigue and apathy in children, which leads to a decrease in attention.

In psychology, attention is the direction of consciousness to a specific object and its concentration on it. For a primary school student, the formation of voluntary attention is the main factor determining the effectiveness of education. Until the child enters school, he acts mainly with involuntary attention based on interest. Educational activities require the child to form voluntary attention, which requires willpower. This process is accompanied by a crisis in the child's psyche of the transition from the principle of "I want" to the principle of "I need".

Parents also play a big role in the development of attention. It is important for them to increase the number of tasks that require attention in children's daily lives, and to strengthen

attention through games and exercises at home. Parents can contribute to the development of attention by reading books with their children, listening to stories, and asking logical questions. It is also necessary to take into account the individual characteristics of children when developing attention. Each child has a unique level of attention and may develop at different rates. Teachers and parents should consider the child's abilities and choose appropriate methods and techniques. This will help to effectively develop attention. Consistency and systematicity are important in developing attention. Attention increases significantly not as a result of one-time exercises or activities, but as a result of regular and planned activities. Therefore, teachers should regularly include exercises for developing attention in their lesson plans. Parents play an important and invaluable role in developing the attention of their children. Attention is the ability of a child to consciously focus on a specific task or activity. During the period of children entering school, especially in the primary grades, the ability to concentrate and maintain attention for a long time is one of the main factors determining the effectiveness of the educational process. Therefore, parents need to acquire knowledge and skills related to the development of attention and apply them in practice.

Psychological and neuropsychological nature of voluntary attention: In children of primary school age, the inhibitory function of the cerebral cortex is not yet fully developed. Therefore, the student is easily distracted by a butterfly flying in the classroom or external noise. This is not a sign of his lack of education, but of the still weak mechanism of voluntary attention.

The main mechanisms of voluntary attention formation: Speech regulation: As L.S. Vygotsky noted, the foundation of attention control is the child's learning to give himself commands through speech (for example, "I must not be distracted now"). Visualization of time and "Small steps": The child understands time abstractly. The use of hourglasses or colored timers in the lesson shows the child how long to allocate his attention resources.

Emotional stability: The reward for each correctly completed small task sends "success" signals to the brain and ensures that voluntary attention moves to the next step.

The following techniques for sharpening voluntary attention were found to be effective in the article:

“Correction test” (Burdon test): Serves to measure and develop the stability and scope of attention.

“Minute of Silence”: A 1-minute exercise at the beginning of the lesson to distinguish all external sounds teaches the child to consciously focus on one point.

“Schulte Table”: By finding numbers in order, the distribution of attention is improved.

Studies show that the duration of voluntary attention in 1st graders is 10-15 minutes, and by 4th grade it is 25-30 minutes. It was also found that children who strictly adhere to the daily routine (sleep, meals, playtime) in their family have a 30% higher coefficient of

voluntary attention than their peers growing up in a chaotic environment. Thus, voluntary attention is a psychological skill that is formed not only at school, but also on the basis of daily life discipline.

Conclusion

In conclusion, it can be noted that the formation of voluntary attention in primary school students is a complex neuropsychological process. To develop it, it is necessary to use not only pedagogical measures, but also psychological mechanisms that cover the will, speech and emotional state of the child. It is more effective for the teacher to teach the child methods of attention control (speech and visual control) rather than demanding from the student: “Be attentive!”. Only then will the learning process become a conscious activity for the child, not a painful obligation.

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