



AGE SPECIFIC CHARACTERISTICS OF KNOWLEDGE ACQUISITION

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Annotation

Analysis of the pedagogical and psychological basis of the psychological characteristics of students in the process of acquiring knowledge, forming skills and competencies in the personal activities of students.

Keywords: Psychic development, psyche, revolutionary change, spontaneous education, ability and ability, intellect.

INTRODUCTION

On the one hand, mental development depends on the organism, that is, on the anatomical and physiological structure of the human body. The human structure of the nervous system and brain allows him to develop as a possessor of consciousness, speech and a high level of intelligence. Disturbances in the anatomical and physiological state of the organism caused by genetics or due to a serious disease can affect mental development and lead to retardation. Verbal speech and related skills cannot be formed until the child's brain is mature. On the other hand, the mental development of the organism also depends on the environment. Because the influence of education on mental development is immeasurable[18]. However, it is difficult to say exactly which of these factors has a greater influence on one or another stage of mental development. If we take this process as an example of students, they go through various pedagogical and psychological stages during education. In this regard, the Law "On Education" also states "...a condition for identifying, supporting and developing individual positive characteristics of students, for their high-level education, formation and development of their creative potential Special attention is paid to such things as "creating conditions" [1;1].

DISCUSSION AND RESULTS

Spontaneous education is education that takes place as a result of a person's relationships with other people in society, without special educational goals, without any programs . Organized education is education that is carried out in a special educational system aimed at the goal[7].





Undoubtedly, man develops psychologically under spontaneous and organized influences, but the question of which of them has a stronger influence on human behavior remains problematic. The next problem is the question of the relationship between abilities and skills. What are the abilities that affect the development of the child's abilities? Is the composition of abilities related only to the genetic characteristics of the organism, or can it include the acquired behavioral and mental characteristics of a person? Does the development of the child's abilities depend more on existing abilities or is the effect of properly organized education on him stronger? such questions have not yet been fully resolved[8].

Age psychology studies the quantitative and qualitative changes in psyche and behavior that occur during the transition from one age period to another. Usually, these changes cover certain stages of life, from a few months (infancy) to several years (in adulthood). These changes depend on the "constantly affecting" factors - biological maturity and psychophysiological state of the human organism, its place in the system of social relations characteristic of a person, and the level reached in intellectual and personality development[19]. These types of age-specific changes in psychology and behavior are called evolutionary changes. Quantitative and qualitative reconstructions in evolutionary changes take place relatively slowly[18].

Deep changes that occur rapidly in a relatively short period of time can be called revolutionary changes. Revolutionary changes usually occur at the end of one age period and the beginning of another age period, and are associated with crises of age development. Crises in the development of youth and the revolutionary reconstructions that take place in the psyche and behavior associated with them can be considered as one of the bases for dividing the youth into periods. Another type of changes, which are one of the signs of development, are related to the influence of a specific social situation, and they can be called situational (that is, situation-related) changes. Such changes occur in human behavior and psyche under the influence of organized or unorganized education. Evolutionary and revolutionary changes are usually stable and irreversible and do not require systematic reinforcement[20]. Situational changes are unstable, changeable, they need to be strengthened through exercises. When evolutionary and revolutionary changes change the psychology of a person as a person, some forms of behavior, knowledge, skills and abilities are formed in situational changes [2;5].

The subject of age psychology is the study of the age-related development of the human psyche, mental processes, and the ontogenesis of human personality traits. In turn, youth psychology is divided into several areas. These are:





1. Child psychology junior school age.
3. Adolescent psychology.
4. Psychology of early adolescence.
5. Psychology of adults.
6. Gerontopsychology (old age) psychology[9].

It is impossible to successfully solve any theoretical and practical issues of education without knowing the basics of youth psychology.

educational process correctly, on a scientific basis, the specific psychological laws of the educational process, i.e. the process of acquiring knowledge, skills and abilities, active, independent and positive thinking processes it is necessary to know the composition well[21]. As the psychologist LS Vygotsky pointed out, they are their ordinary understanding of certain phenomena in everyday life. This has a certain influence on the composition of scientific concepts. After that, it is necessary to know to what extent it is necessary to rely on the emotional basis in the formation of concepts, when it is appropriate to get rid of visuality and isolated events and move to abstraction and generality [14]. It is equally a mistake to abandon the visual support too early and to stop artificially at this stage. Therefore, it is necessary to know the characteristics of visual and auditory perception and the nature of their interaction. How can the learned material be reinforced in a psychologically effective way? How to ask a question to the reader: in general or in concrete form? Is it okay to keep asking the same questions? What is the role of supporting questions? (It is known in psychology that the answer also depends on the formulation of the question)[17].

Knowledge of pedagogical psychology is also necessary in educational work. It is impossible to provide proper education without knowing the psychological laws of the process of personality formation, including the laws of the formation of moral habits and beliefs. Without knowing the psychological characteristics of children of a certain age, it is impossible to give them appropriate education and training. Each age of the child has its own difficulties and requires special treatment. What is psychologically correct and valid for young school-age children may often be invalid and erroneous for teenagers[13]. However, the teacher, educator works not only with a student of a certain age, but with a specific student, an individual person. The individual differences, which the student absolutely needs to know, become very large within a single age. A condition for individual treatment in the process of education and upbringing is comprehensive and deep knowledge of the student's psychological characteristics. This requires being aware of the student's mental world, being able to





organize psychologically correct observation, and being able to organize a natural experiment. Knowing all the above-mentioned laws cannot be a guarantee of success in educational work. But many mistakes can be avoided, because these rules save the teacher from the need to act blindly. Therefore, knowing the essence of pedagogical psychology is necessary for every pedagogue to effectively implement the educational process[10].

Psychologist I.A.Zimnyaya, the subject of pedagogical psychology is the laws and mechanisms of the assimilation of social and cultural experience by a person, as well as the human personality as a subject of educational activities organized and managed by a pedagogue in various conditions of education that arise as a result of this process. consists of studying changes in development and intellectual level[3;4].

If adults take into account the child's new needs and help to create opportunities to meet them, the crisis may not arise. In this, the development of the individual is ensured without crisis and in a peaceful way. In general, psychologists have developed a number of theories of stratification of age periods with a thorough, scientific and methodological basis. Currently, they make a great contribution to the clarification of ontogenetic laws and occupy an important place in solving its theoretical and practical problems. However, even so, there is now a need to create a theory that can serve to fully illuminate ontogenesis[16].

At each age, some type of activity plays a leadership role. The concept of the leading type of activity is revealed in the works of ANLeontev. The leading type of activity is the type of activity that causes significant changes in the child's psyche, mental processes and mental characteristics at a certain age. At every age there is a need for some kind of activity. For example: the leading type of activity in infancy is direct emotional communication, on the basis of which orientation and sensorimotor manipulative actions are formed, that is, actions controlled by sight, hearing, muscle-motor sensations, perception[15].

The most important innovation in this age is the need for communication with other people and the formation of a certain emotional relationship with them. The leading type of activity in early childhood is subject-oriented activities. Through it, the child learns actions performed with objects in cooperation with adults. The novelty of this period is the development of speech and the development of visual movement thinking. In the preschool period, role-playing games become the leading type of activity[12]. The leading type of activity at junior school age is study. Memory is formed in reading activities, knowledge about subjects and the outside world is acquired. In adolescence, communication serves as a leadership function. In the period of early adolescence, the leading type of activity is educational professional





activity, in the process of which worldview, professional interests, self-awareness, dreams and ideals are formed[11].

CONCLUSION

Therefore, age characteristics are typical for each period. But there are also individual differences within each age group. It is necessary to take into account the psychological and individual psychological characteristics of students in educational work, that is, it is necessary to choose and use pedagogical work forms, methods and tools that match the requirements, capabilities, and characteristics of children of this age.

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