

THE INFLUENCE OF SENSITIVITY ON THE COGNITIVE DEVELOPMENT  
OF PRIMARY SCHOOL CHILDREN

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ABSTRACT	KEYWORDS
In this article, devoted to the influence of reason on the cognitive development of a child, as well as the role of knowledge in the acquisition of knowledge, special attention is paid to the mental ontogenesis of primary school children.	Mind, non-intelligence, contemplation, perception, fantasy, memory, thinking, ontogenesis, activity, unconsciousness, awareness, knowledge, imitation, interest, ability.

Introduction

If we pay attention to the research results of the sciences that analyze the personality on a scientific basis, it is impossible to find two identical ones among the billions of Adam's descendants living on our earth. From this point of view, fluidity, which is one of the characteristics of the person that we want to think about below, deserves special attention. Literacy is a characteristic of a person that has been glorified by our people since ancient times, and it is reflected in proverbs such as "He is better than a bullet that has been fired, than an impulse that has not been fired", "He who has read is not read, but he has read - he has read", "He who does not know how to read can be read".

A child's ability to quickly master an activity based on his or her inclination towards a certain type of activity and successfully complete this activity is considered to be a manifestation of fluency. Fluency is defined as a characteristic of each individual.

In general, in order to show the child's fluency, all cognitive processes show their activity, as well as the mental characteristics that are unique to the child have their influence. Professor E. G'. G'aziev described the fluidity and put forward the following clear opinion.

"In psychology, it has been shown that the level of "readability", which is related to the activation of the student's thinking, is not developed in the same way in all students. Fluency is a set of intellectual characteristics of a person, which means the activation of features of thinking activity that play a certain role in the successful acquisition of material under all equal conditions. Accordingly, students with a high level of fluency have the opportunity to quickly and deeply acquire the necessary knowledge independently. Of course, such students may have different attitudes towards learning. If they have a positive attitude to learning, this situation is clearly visible in their attention, interest characteristics, feeling and willful effort in the mastering process" [1].

Due to the fact that the process of acquiring knowledge is in the range of conscious and subconscious activity, most children have a high level of fluency in relation to one object of activity, but their fluency in relation to another activity group may be low. This situation is clearly observed in the reading activities of children of junior school age. For example, it is natural for a child with high math fluency to have poor reading and spelling fluency.

Students with fluency can quickly compare new knowledge with what they have learned before and draw conclusions and show how they have acquired new knowledge. Before the child acquires new knowledge

No matter how high the level of illiteracy, there will be a corresponding methodological effect on it. It is the duty of educators and parents to find this key and reveal the child's hidden abilities by opening up his possibilities.

The well-known Russian psychologist N.A. Menchinskaya puts forward the following opinion about the category (type) of students who are passive learners and those who are not stable learners. According to him, the emergence of the type of students who are passive learners plays a dominant role in their passive learning and may depend on complex personality characteristics. Motives of educational activity, underdevelopment of intellectual abilities, insufficient formation of skills and qualifications considered necessary for educational activity are among such features. Although these are closely related to each other, in fact one of them can play the role of the cause of empty absorption [2].

According to another Russian psychologist, N.I. Murachkovsky, two types of personality characteristics affect the origin of maladaptive behavior:

- a) characteristics of the student's thinking activity;
- b) is manifested in the direction of the student's personality.

Attitude towards learning is considered as "student's internal position". In connection with the characteristics that indicate these two sides of the student's personality, certain types of free-flowing children appear, so far there are the following types:

1. Pupils with a positive attitude to reading, but low reading ability;
2. students who have a negative attitude to study, but have high reading potential;
3. Pupils with a negative attitude to learning and low reading ability.

Far and near foreign psychologists who focus on the analysis of the characteristics of fluency in junior school age, in most cases, try to emphasize the influence of the social environment more without paying attention to the student's "I" and cognitive processes. If considered with consideration, the activity of reading is an activity that consists of mastering the activities of adults. In this respect, most foreign psychologists look at the initial reading activity of a child of junior school age as an unconscious activity.

In cognitive psychology, it is analyzed that the property of fluency occurs under the influence of the activity of other cognitive processes in connection with the voluntary direction of attention. Due to the fact that it is difficult for children in the primary education system to direct attention and focus on one object, fluency is not obvious. For this reason, primary education teachers should pay more attention to the direction of the child's attention.

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