

The Importance of Concentration in Forming a Scientific World View in Primary Class Students

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ANNOTATION

Today's world education is facing great challenges. The main requirement is to raise the scientific outlook and intellectual development of the young generation to a qualitatively new level, to teach them to adapt to the rapidly changing world. At the same time, it aims to introduce innovative forms and methods of education into the educational process.

Improvement of the primary education system requires the implementation of qualitatively new concepts of education and upbringing of children. As the most important priority direction, formation of knowledge, skills, abilities, and abilities of primary education students based on new approaches, unification of academic subjects taking into account their learning wishes and requirements; early learning of foreign languages, assimilation of information and information technologies in a guaranteed way, support and development of the individuality of learners, protection and strengthening of their physical and mental health. We constantly ask learners "what to teach?", "what to teach?", "how to teach?" we need to find answers to these questions and search for their solutions.

Today, the ability of teachers to achieve results in the lesson depends on the organization of the lesson, taking into account the attention of students. Because any mental activity is effectively mastered only through deep attention. That is why it is important for pedagogues to have sufficient knowledge about its types and characteristics and to take this into account in the course of the lesson in order to achieve results in education. Scientifically speaking, we say that attention is focused on a specific object by concentrating the mind on one point. Attention is not a separate mental process, like perception, memory, thinking, speech and imagination, but an internal activity that ensures the quality of mental processes. That is, attention is a tool that serves as a bridge in ensuring the effectiveness of all mental processes. That is why attention is a prerequisite for any activity. Attention is a prerequisite for strong memory retention. The faster the attention is focused on the material to be remembered, the faster and more thoroughly it will be remembered. Often, when analyzing the complaints of some pupils and students about the weakness of their memory, their inability to remember quickly and carefully, it is known that the reason for their inability to remember well is their lack of attention, distraction and weakness. ladi Students' successful

mastering of course materials depends on how well they have developed their attention. Academician K.D. Ushinsky said: "Attention is such a single door of our mental life that all the information that enters our mind passes through this door." The reason for problems related to the inability of many students to learn subjects should be found, first of all, in the fact that their attention has not developed sufficiently. The passivity of mental processes, the emptiness of memory, is mainly caused by the weakness of attention. Therefore, teachers should pay special attention to the development of students' attention, in particular, mobile, stable and strong attention, in order to achieve high results in class. Below, we will provide theoretical and practical information about attention, as well as pedagogical and psychological recommendations in this regard. Attention is mainly divided into three types according to its activity: voluntary, involuntary and post-voluntary types of attention.

Voluntary attention is attention that is activated based on a conscious goal, having determined in advance what our attention should be focused on. An example of this is when students are forced to pay attention to a lesson lasting 45 or 80 minutes. In theory, voluntary attention is also called volitional attention because it requires effort. The strength of voluntary attention is characterized by the level of willpower associated with overcoming difficulties. Voluntary or volitional attention formed in students is very important for effective education. Because through this type of attention, students work for hours on themselves in the process of mastering subjects, relying on their willpower, acquire knowledge, and put effort into mastering tasks. Students who have not developed this type of attention fall behind in their learning because they have not developed the skill of learning subjects diligently. Here is Kel Newport's advice to students who have been unable to form their willful focus due to laziness: Laziness is the workshop of the mind-devil... When you lose focus, your mind chooses the wrong direction instead of following the right path. Recommendation. In order for such pupils-students to form voluntary attention in themselves, they should gradually increase the time of classes based on periodicity. It is important that the knowledge acquired in this process has content that can attract their attention.

Involuntary attention is attention that occurs for a certain external reason, independent of us. An example of this is when the door suddenly opens and someone enters, the phone rings, and an unexpected noise or commotion occurs when the students are listening to the teacher in class. Students should be protected as much as possible from the influence of external devices that can attract their attention involuntarily in order to get a good education. Recommendation. For this, first of all, teachers should be extremely attentive to their behavior, behavior and dress code. These factors directly attract the attention of students. As a result, students are distracted from the main activity by involuntarily focusing on the inappropriate behavior of the teacher or the image that seems strange to him. Secondly, in order for students to actively listen to the lesson, the organizational work in the educational institution, in particular, the cases of stealing class time by entering the class and taking attendance or holding some activities, should be limited as much as possible. In the information age, responsible persons can establish the possibility of determining attendance even from their own room in case of cameras in classrooms and auditoriums. It is appropriate to use the time after the lesson to organize spiritual activities. Because the basis of education at school is the lesson, and any other activity should serve to improve the quality of education. Thirdly, the doors and frames in the classrooms should be designed to minimize the noise that can be heard from outside. An example of this is that the sound of cars and sirens are regularly heard by Serqatnov, who are studying in buildings located near roads. In particular, the loud noise heard as a result of emergency braking of a car coming at high speed attracts the attention of any person involuntarily because it creates the risk of an accident. In educational institutions located far from Serqatnov roads, in order not to interfere with the lesson in the yard of the institution and on the corridors of the building, the culture of walking should be formed in all pedagogical staff and students.

Post-voluntary attention is attention in which attention is first voluntarily focused on a certain object, and then it is focused spontaneously as its importance is understood. This type of

attention is also called automatic or coordinated attention. This concept was introduced to the science of psychology by N. F. Dobrynin. An example of this is the fact that at the beginning of the lesson, students are forced to focus on the lesson process, and because the lesson is organized in an interesting way, they attract their attention without straining, that is, without spending too much effort. In such a lesson, during the break, the students feel that the lesson time has passed faster than they expected. This is definitely a process that depends on the teacher's pedagogical skills. A teacher who can transfer the attention of his students to an automated format during the lesson is a real teacher. For this, every subject teacher should relate the content of the subjects to real life, take into account the needs of the students, and make them interesting in a language they understand. The problems of students who cannot learn subjects well or who cannot explain at the required level even when they have completed their tasks at home, are largely caused by the teacher's teaching methodology not meeting the requirements. Recommendation. Teachers who aim to achieve results in the lesson should bring the level of interest of the lesson to the level of interest of the cartoon or movie that the students are watching. Only then can the teacher's lesson compete with the external influence that attracts the child's attention. In addition, according to the direction of attention, it is divided into internal and external types. Attention whose source is outside our consciousness is called external attention. The student's attention in listening to the teacher's explanation, reading a book, looking at pictures and observing natural phenomena is external attention. Depending on which of our senses we perceive things and events, external attention can be divided into the types of seeing, hearing, feeling, smelling and tasting. Attention, whose source is our imaginations, thoughts, feelings, and inclinations, is called internal attention. Introspection occurs when we observe our thoughts, examine them, experience regret, self-criticism, and reflect on our desires. Internal attention is inextricably linked with self-discipline. Internal focus is one of the components of self-discipline that becomes more voluntary.

As a synonym for the concept of attention, we also use the qualities of attentiveness and meticulousness in our dealings. This concept is expressed not only in the fact that we carefully perform our task, but also in the fact that we remember or master things and events that are of secondary importance to us. Because when the time comes, things and events that are considered second-rate can become first-rate information due to necessity. At that time, people who have the quality of meticulousness will easily find solutions to their problems. The following example also shows the importance of paying attention to secondary things and events. To test the attentiveness of the academician Qori Niazi, the teacher asks the students a question before the beginning of the session exams, and whoever answers the question correctly, directly gives an excellent mark. says All students are interested in the opportunity to get an excellent grade by answering one question without drawing a ticket. Then Qori Niyazi tells the students to close their eyes and asks how many windows there are in the lecture hall, how many eyes each window has, and how many eyes are in the windows in total. Students who did not pay attention to this before will not be able to answer the question correctly. When the correct answer is not found, Qori Niyazi tells all the students to draw tickets and prepare for the questions. After that, he will give a similar opportunity to the student who came late to the exam. He asks him what floor he is taking the exam on. The student answers that it is on the second floor. When asked how he got to the second floor, the student said that he got out through the stairs. Then Qori Niyazi asks the student how many steps are on the stairs. Naturally, a student who has not paid attention to this before cannot give the correct answer. When there is no correct answer, teacher Qori Niyazi tells this student to draw a ticket and prepare for the questions. When he protested that the questions given to the students were not related to their subject and field, teacher Qori Niazi advised that being considerate in life is an important quality for every person, regardless of what task a person is engaged in, this quality will benefit him. .

Summing up from the above comments, it can be said that for the quality of education to be effective, pedagogues should have sufficient knowledge about the psychological importance of

attention, pay attention to the development of voluntary attention in students, and improve the attention of students. secondary information depending on the importance of information by eliminating external influences that can be unintentionally distracting, students being able to transfer their attention in the lesson from voluntary to coordinated attention format, developing the quality of meticulousness in students it is desirable for them to form the skill of being attentive to information. Professor Kari Niazi, it is appropriate for us to study Kel Newport's and other famous pedagogues' views on the lesson, because no matter how many centuries pass, students' requirements will not change, the process and era change is natural, but the essence is still the same education. and remains highly effective. Why do we study history in order not to repeat the mistakes made and draw conclusions from it. Therefore, the development of excellent education, when our pedagogues also remember history, will be an excellent light upon light.

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