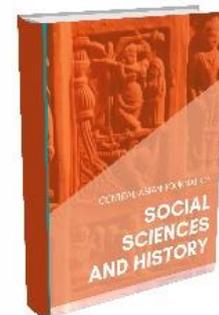




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## Psychological and Pedagogical Basis of Teaching Colors to Primary Class Students

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### Annotation:

This article presents the recommendations of scientific research on the psychological uniqueness, curiosity and desire to learn new things of school children of primary school age that distinguish them from children of other ages. The article also contains the scientific proposal and practical recommendations formulated by the author on this issue.

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The educational process is the general form of child development as the basis of mastering the methods of action developed by society with objects, the tasks and motives of human activity, and relations between people based on norms, all the achievements of science and culture. There can be no systematic development for people without education. Children start learning everything from the very first days of their life, even from the youngest age. In this process, children cannot learn anything without the participation of adults, without action patterns, that is, a child who is left alone with surrounding objects cannot discover their social essence without the participation and help of adults.

The psychological uniqueness, curiosity and desire to learn new things of primary school children distinguish them from children of other ages. By this period, with the beginning of children's perception of language as a social phenomenon, the development of their ability to it, and the development of their own general language skills, the picture of the world becomes richer in their minds. The child begins to enter the reality of the figurative symbol system.

Pupils begin to understand reality and the world with signs in their native language. Children's thinking develops due to the influence of the native language, which affects the inner mental activity of children, defines it, and at the same time expresses all the colors of the world around it. Mastering the mother tongue involves the development of certain abilities of students. During this period, it is impossible to imagine the development of children's ability to learn colors through their mother tongue and planning the educational process without taking into account the psychological characteristics of the students, specific to their age.

Despite the fact that many psychological, pedagogical and methodological studies and scientific researches devoted to the problem of forming a linguo-color world scene in elementary school students through the perception of color have been conducted abroad and in the CIS countries, 1-2-3-4 grade Pedagogical, linguistic and psychological foundations of students' perception of colors with special psychophysiological specificity and the formation of the landscape of the linguistic and colorful world in their minds have not been researched in a monographic plan in our country.

At each age stage, significant changes occur in the psyche of students, neoplasms characteristic of a certain period appear. L.S. Vygotsky, 1999], [P. Ya. Galperin, 1985], [V.V. Davydov, 1986, 2000], [V.S. Mukhina, 2002], [S.L. Rubinstein, 2000], [D.B. Elkonin, 1978, 1989], tak i ix zarubezhnyx kolleg [K. Buhler, 1993], [K. Koffka, 1934], [J. Piaget, 1969], [V. Stern, 1965], a number of works by many famous psychologists are devoted to the study of mental development of students of junior school age. In their research, they studied not only the cognitive activity of children, but also the changes in their emotional and cognitive aspects.

A primary school student (aged 6-7) is characterized primarily by the fact of entering school. With the appearance of school in the child's life, he begins to rebuild the entire system of his relations with the surrounding reality. He enters into a new, socially significant relationship with the world. He keeps and fulfills the rules that are binding on him.

Educational activity is the leading activity for children in primary school, and this leading activity was carried out by A.N. Leontiev defines education as not just an activity, but as an activity that lasts the most at a certain stage of development and prepares students for the highest stage of development in connection with the most important changes that occur in the psyche of children during their development. riffs. [Leontiev, 1975: 304].

Students of primary school age strive for new achievements that are unusual for them in their educational activities. Systematic implementation of this type of activity leads to the emergence and development of the main psychological neoplasms in students, as noted above.

Educational activities in primary grades stimulate, first of all, processes aimed at direct knowledge of the surrounding world through intuition and perception. In psychology, perception is defined as a holistic reflection of things, situations and events in their temporal spatial connections and relationships that exist emotionally. [Dictionary of practical psychologist, 1998:86]. During this period, children of primary school age try to distinguish colors, shapes, sizes of objects and their location well.

In the process of assimilating new names and concepts about the colors of the world in the form of knowledge, an attitude towards the world of colors is formed as a result of analyzing and thinking about objects that correspond to them in the minds of students. Under the influence of educational

processes at school, the reconstruction of all cognitive processes begins in children. Students move to a system of interpersonal relationships that requires psychological neoplasms for new activities. In the process of mastering theoretical knowledge in the native language, students begin to develop conditions that help them acquire the norms of speech culture, its expressiveness, including the formation of color perception and naming.

In turn, the implementation of appropriate educational activities by students, although some of them are related to neoplasms, implies the presence of meaningful reflection, analysis, planning, which significantly improves the overall cognitive and personal development of children. determines the mastery of reconstruction. Speech activity acts as a tool for speech perception, speaking, writing, reading, and educational activities.

The socialization of a child of primary school age is activated in the process of expanding his vision of the world. The psychological aspect of educational activity for students of junior school age is of such a nature that in this process, children's educational activity is characterized by success or failure. The fact that they gradually enter the lexical structure of their native language, including the idea of color symbols that contribute to the expressiveness of speech, makes it easier for them to engage in the process of communication. Expressive speech attracts the listener's attention, reduces his distraction, facilitates communication, and creates a successful situation. All this is important for a student of elementary school age.

Success or failure in educational activities determines the leading trends in the moral development of students. In the process of teaching the mother tongue, speech culture, types of speech and other such communicative qualities are a necessary component of the development of students' speech. A high level of speech development is the key for students to successfully study and engage in communicative relationships with others.

N.I. Jinkin stated that "speech is a channel for the development of intelligence" [N.I. Jinkin, 1966:15]. According to A.M. Shakhnarovich, the speech activity of the child is based on cognitive skills, i.e. "communicative situations and fao

N.V.Dubrovinaning fikriga ko'ra, boshlang'ich sinf o'quvchilarida nazariy umumlashtirish qobiliyati o'z-o'zidan shakllanmasligi, maktabda esa bu sifatni rivojlantirishga yetarlicha e'tibor berilmasligini ta'kidlaydi. [N.V.Dubrovina, 1999:208.]. Biroq shunday bo'lishiga qaramasdan, o'quv jarayoni mavhum fikrlashni rivojlantirishni rag'batlantiradi, ongning mustaqillik, moslashuvchanlik, tanqidiylik kabi fazilatlarini rivojlantiradi. Fikrlash bilan bog'liq bo'lgan nutqiy faoliyat boshlang'ich sinf o'quvchisining ongida barcha kognitiv jarayonlarini, shu jumladan, olamning lingvorangli manzarasini shakllanishini ham belgilaydi. Rang tusni ifodalovchi birliklarning o'qituvchi va otanalar nutqida qo'llanish jarayonida bu so'zlar ifodalagan ma'no va fikrni to'g'ri izohlash uchun kognitiv va "biriktirish", "qurish", "rivojlantirish" kabi mexanizmlarga murojaat qilish zaruriyati tug'iladi.

Boshlang'ich sinf yoshidagi bolalarda shu darga kelib asta-sekin kognitiv jarayonlarning asosiy xususiyatlari (sezish, idrok, xotira, tasavvur, fikrlash) mustahkamlanadi va rivojlanadi. Bu kognitiv xususiyatlarga bo'lgan ehtiyoj ularning maktabga borishlari bilan bog'liq holda yuzaga keladi. L.S. Vigotskiyga ko'ra, bu jarayonlar, boshlang'ich maktab yoshining oxiriga kelib, nutq bilan bog'liq bo'lgan mustaqil va vositalashgan bilishga eltuvchi yuqori aqliy rivojlanishga olib keladi. [L.S. Vigotskiy, 1999: 102.].

Each of the objects of reality observed visually throughout the history of mankind is described by a color image. In the course of knowledge, the mental image that follows visual perception is reflected in the verbal interpretation of psycho-emotional reactions in children.

Thinking does not actually exist as a separate mental process. It exists invisibly in all other processes of cognition: perception, attention, memory, speech. In elementary school students, all types of thinking are influenced by each other: visual-effective, visual-figurative and verbal-logical. Visual-effective and visual-metaphorical thinking prevails for first-graders and partly for second-graders. As students move into third and fourth grades, they begin to rely on verbal-logical and figurative thinking.

The development of figurative thinking in elementary school students forms their ability to create new images of things and events in the world and work with them. This is a unique feature of human intelligence, "it consists of the ability to independently update images based on a given visual material, to change them under the influence of other different images. It creates new images based on free modification that are significantly different from the original." [I.S. Yakimanskaya, S.G. Abramov, 1991: 12].

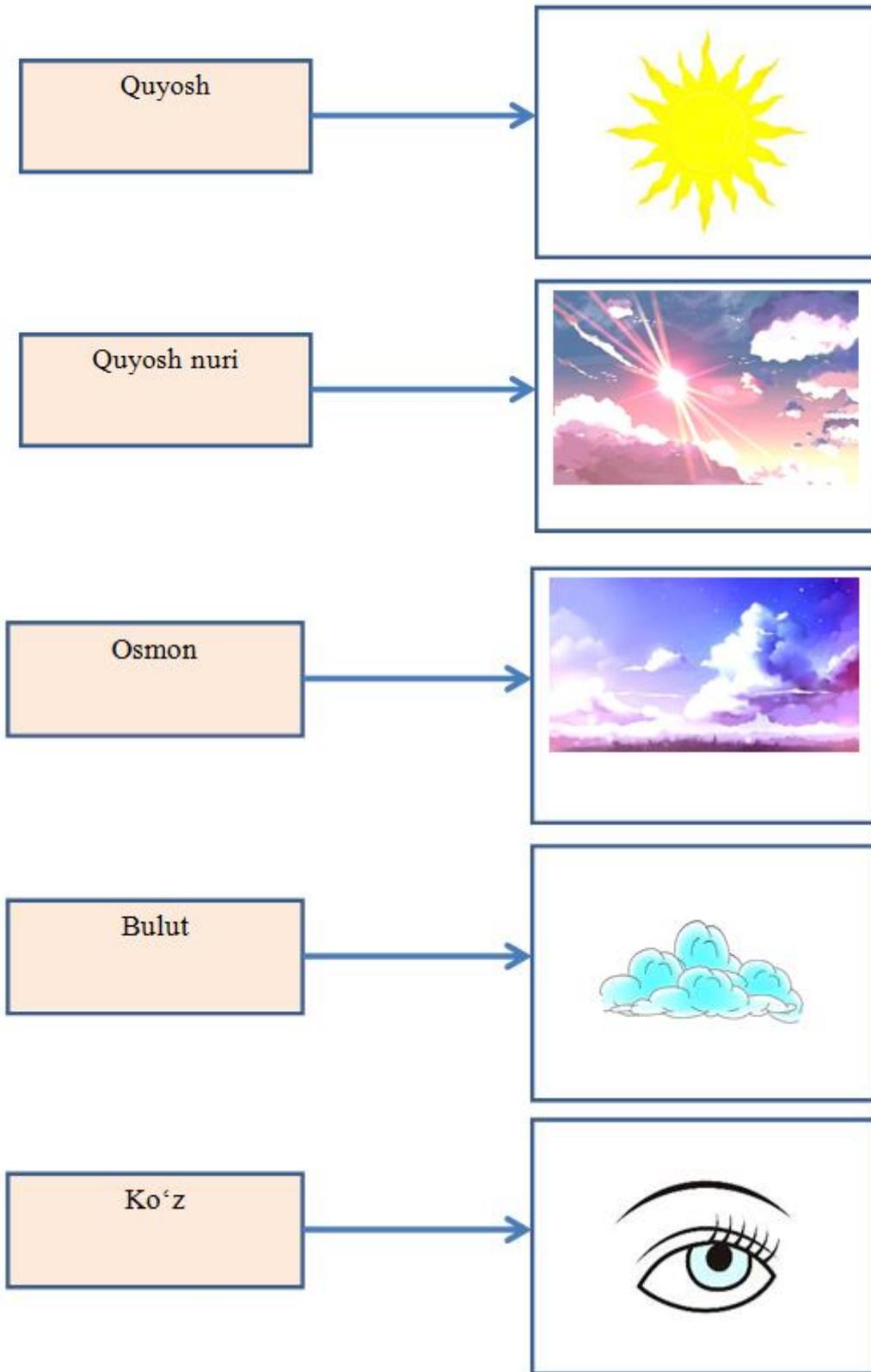
In the scientific research work of N. Rozikulova, it is said that when using information in the form of images as educational materials, it is necessary to follow the rules of perspective of depicting objects. [N.Sh. Ruzikova, 2020: 39].

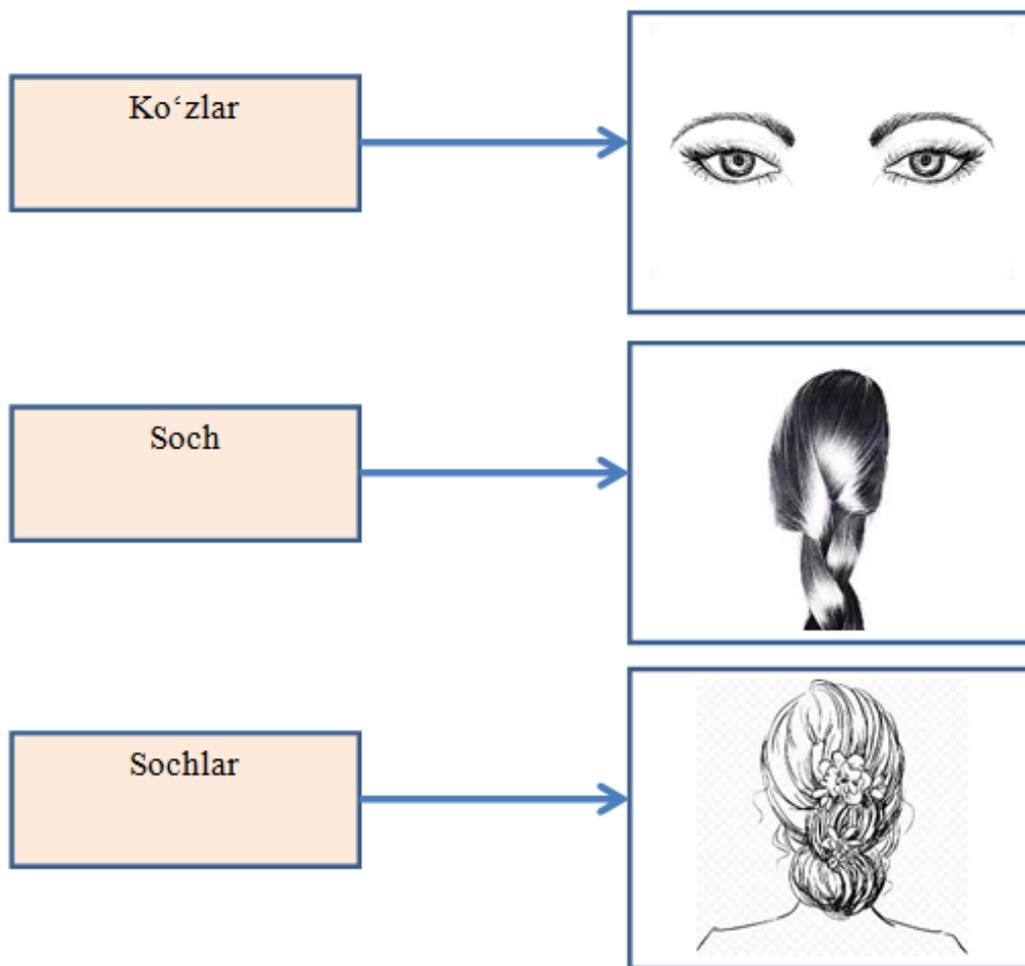
The process of perception is also directly related to the formation of the language-colored landscape of the world with the help of lexicon representing color in the minds of young schoolchildren. Therefore, in the process of perception and thinking, the study of colors and their differentiation are expressed in certain language units that are received by students in the form of information.

Children receive primary information through their senses, such as sight, hearing, smell, and taste. In order to live and move in the material world, one must be able to distinguish one from the other. Likewise, distinguishing colors in the objective world alone gives students many and important insights into the universe. Children should be able to process, analyze, and separate the most important information from it.

The speech of a child who learns his mother tongue before going to school, his knowledge about the world and reality is methodologically neutral. Because during this period there are no psychological conditions for the expressiveness of speech in children's minds. [Yerofeyeva, 1989: 12.].

A review of research shows that elementary school-age children "feel more than reason," so that reflective evaluation occurs only when a child experiences what he or she is reading emotionally. [Chernyavskaya, 1982: 3.]. Children of primary school age acquire most of their knowledge about the world in everyday life and educational activities. When children hear the name of a color, they often associate it with something. For example, compared to yellow - in the style of carrot color. Sometimes it is necessary to perform special exercises for children to learn to distinguish colors. Figure 1.1.





In the mother tongue classes, it is possible to teach the lexemes of color to the students by saying the names of the objects around the child as above, and to explain to them what their color is. In each lesson and in each activity, students can be taught color lexemes. It is important for the teacher to determine the initial levels of the students' ability to distinguish colors in the native language classes in a diagnostic way, in forming an individual linguistic and colorful world view of the students.

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