

METHODS OF ATTRACTING THE ATTENTION OF PRIMARY CLASS STUDENTS IN MUSIC LESSONS

Davladiyarova Shahzoda Komiljon qizi

137-Head of the Organization of Preschool Education Music

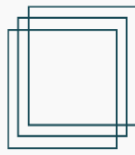
Abstract

This article discusses how to focus primary school students in music lessons.

Keywords: attention, perception, positive thought, experience.

Introduction

Memory and attention in a person is one of the most important and important abilities. They help not only to get information from external sources, but also to store it for a long time. Attention is responsible for the ability to receive information, and memory, in turn, is aimed at keeping the received information as long as possible in order to use it. Attention in children begins to manifest itself very early, in the first months of life. First, there is involuntary attention. Based on involuntary attention, children gradually develop voluntary attention. The same thing happens with memory. Age-related features of the attention of young schoolchildren are the relative weakness of voluntary attention and its low stability. First-graders, and to some extent second-graders, do not know how to concentrate for a long time, especially if it is interesting and monotonous for them, they are easily distracted. Involuntary attention is much better developed in junior schoolchildren. Students' attention is attracted by any new, unexpected, bright, interesting and involuntarily remembered things. The pedagogical process involves the development of certain skills, it is important to use voluntary attention and memory to help the development of those who are voluntary. Memory is directly related to attention. The initial form of memorization is involuntary, that is, remembering something without setting such a goal in mind. We can involuntarily remember everything that interests us or is of great importance to us. When the goal is to remember some information, such memorization is called voluntary. Interest in the material greatly affects memorization. Experimental studies show that information that evokes positive emotions is remembered significantly better than neutral information. The next factor that affects memorization is memorization motives, that is, the reasons that encourage me to remember something. Game techniques, praise and approval, competitive motives can improve memorization. The most important condition for forced memorization is to act with what should become the object of memorization. The more actively we work with the material, the better it is remembered. Primary school years are the most successful age period for purposeful development of memory and attention. Therefore, it is very important to pay attention to this issue in time for successful training in the future.



Attention is a process that occurs during the selection of information. "Attention is the form of organization of cognitive activity, the main condition for the realization of the cognitive process. Attention is a magical door, through which a person listens to the outside world and communicates with it, - L.F. Tikhomirova, Doctor of Pedagogical Sciences, describes attention in this way.

Attention has the following characteristics:

1. The amount of attention - the number of objects perceived by the child.
2. Stability of attention is an indicator of how long a child can concentrate on an object or task.
3. Concentration of attention - the intensity of object perception.
4. Switching attention - the ability to shift attention from one object to another.
5. Distribution of attention - the ability to distribute attention to several objects or tasks.

Attention is a really necessary quality that should be developed from early childhood. Most psychologists believe this

The better and more clearly the preschool child's speech develops, the earlier attention develops.

What kind of attention is there? Basically, it is customary to talk about three types of attention:

- involuntary attention. The main distinguishing feature of this type of attention is that it occurs when the child shows an active interest in an activity. Visual, emotional, unexpected - this is how the lesson should be structured.

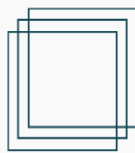
- voluntary attention. This type of attention is formed a little later, when the child consciously sees the need to focus on the object. The influence of adults can often be seen in this.

- Post-voluntary attention. Perhaps this is the most effective and permanent form of attention. Over the years, hard work and diligence turn into interest and enthusiasm.

Many parents demand that their children be attentive. But they don't want to help develop this focus. They think that attention will come naturally. We ask the child to do something that is very difficult to do on a regular basis. In most cases, during the observation of children, it is observed that they often do not master the educational material, in particular, the dispersion of attention and the inability to concentrate on the subject of the lesson. They often make mistakes that do not belong to a certain type: for example, skipping or replacing letters. Sometimes you can observe that children are distracted, unable to answer a question or engage in an educational dialogue. All of the above is the result of insufficiently formed voluntary attention.

It is known from pedagogical practice that children often focus on clarity, fun and variety. Children can work effectively and efficiently only if they have motivation that interests them: a good grade, a teacher's praise, or the best performance of a task.

In conclusion, properly selected methods, tools and forms of working with elementary school students, systematic use of exercises to develop memory and attention will give positive results. Voluntary attention and memory directly depend on the involuntary.



Each new, unexpected, bright, interesting thing attracts the attention of students and activates memory without any effort on their part. Therefore, in my lessons, I try to choose methods that help students have more positive emotions and help make the learning process an interesting and non-boring activity.

References

1. Гोनоболлин Ф.Н. Психология. М.: Просвещение», 1973.
2. Гёрт Т.Ф. Как удерживать внимание учеников на уроке журнал./Евразийский научный журнал №6, 2018.
3. Варенька О.П. Как помочь ребёнку стать внимательным./Родительские собрания. 2 класс – М.: ВАКО, 2015
4. Игры для развития внимания детей [Электронный источник] <http://ped-kopilka.ru/igry-konkursy-razvlechenija/igry-dlja-razvitiija-vnimaniija-detei.html>
5. Тихомирова Л.Ф., Нежданова Е.А. Изучение готовности педагогов к работе в условиях инклюзии // Коррекционная педагогика: Теория и практика. 2020. №2 (84).