PSYCHOLOGICAL ASPECTS OF FORMING GENERALIZATIONS IN STUDENTS

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Abstract: Thinking, including generalization, is carried out by using specific objects or visual representations. It is known that the teaching of each subject should be organized in such a way as to productively and fully influence the mental development of students. Here are some key aspects: students can create a generalization based on the connections between the received information sources; this ability allows students to identify the main ideas from examples and apply them in a broad context; students compare and classify information to see similarities and differences between concepts. Increased motivation can serve as an incentive for active generalization, as students discover the value of applying their knowledge to solve real-world problems. Collaboration with colleagues and discussion of material with other students contributes to the formation of generalizations through the exchange of ideas and points of view.

ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ ФОРМИРОВАНИЯ ОБОБЩЕНИЙ У УЧАЩИХСЯ

Аннотация: Мышление, включая обобщение, осуществляется путем с использованием конкретных предметов или визуальных представлений. Известно, что обучение каждого предмета должно быть устроено таким образом, чтобы продуктивно и полноценно влиять на умственное развитие учеников. Вот некоторые ключевые аспекты: учащиеся могут создать обобщение, основываясь на связях между полученными информационными источниками; эта способность позволяет учащимся выделять основные идеи из примеров и применять их в широком контексте; учащиеся сравнивают и классифицируют информацию для видения общих черт и различий между концепциями. Усиленная мотивация может послужить стимулом для активного создания обобщений, поскольку студенты обнаруживают ценность применения своих знаний для решения реальных проблем. Коллаборация с коллегами и обсуждение материала с другими учащимися способствует формированию обобщений через обмен идеями и точками зрения.

An important priority in the psychological development of a child is the beginning of his stay at school. Teaching the basics of science confronts children with new requirements for the organization of all their activities, gives them a lot of new knowledge, reduced to a special system and given in a special form (training programs, textbooks, collections of exercises, etc.). The abilities of younger students to generalize and abstract have been and are the subject of close attention of specialists and are described in detail in methodological psychological and didactic

literature. This can be explained by the following. Firstly, the organization of special training on a large scale presupposes a thorough acquaintance with the capabilities of children in this new activity for them, secondly, independent cognitive activity in primary school children has not yet been fully formed, therefore it is necessary to purposefully guide the children's thinking activity on the basis of a special external orientation of the educational material and a special arrangement of exercises, taking into account especially generalizations and abstractions in primary school children. In didactics and psychology of primary education, they are usually associated with the general nature of thinking inherent in children aged 7-11 years. It has become generally recognized that during this period, children's thinking is predominantly concrete and figurative. Mental operations, including generalization, are carried out mainly either in the presence of specific objects or with the help of visual images-representations. "In general, it can be said that the thinking of children at the initial stage of education is figurative and visual and is closely connected with situations requiring practical mental activity. At the same time, in the second half of primary school age, such shifts are outlined that gradually lead to the formation of elements of abstract thinking, occurring in the plane of concepts proper.

In educational work, taking into account certain mental characteristics of the child gives the teacher the opportunity to use such pedagogical methods and means that correspond to the age requirements and capabilities of the child. Here, it is imperative to take into account the individual differences of children, the level of mental development, and the characteristics of psychological activity. Mental development is characterized by what is reflected in the child's consciousness and how this reflection occurs.

Psychologists noted the characteristics of mental development as its criteria: 1) The speed of assimilation of material or the pace of its perception; 2) Conciseness of thinking, determined by the number of reflections; 3) The level of analytical and synthetic activity; 4) Techniques for transferring mental activity formulated in another object, based on the study of one object; 5) To be able to independently systematize and generalize the acquired knowledge.

Each subject should be taught in a way that will provide maximum benefit to the mental development of students.

The psychological aspects of students' generalizations cover various aspects of cognitive, emotional, and social development. Here are some key aspects:

Cognitive processes:

Associative thinking: Students can create generalizations based on associative links between information received from different sources. For example, they can associate new concepts with previously learned materials.

Abstraction processes: The ability to abstract allows students to extract key ideas from specific examples and apply them in a broader context.

Comparison and classification abilities: Students can compare and classify information, which helps them see similarities and differences between different concepts.

Emotional factors:

Motivation: Strong motivation can encourage students to actively generalize information because they see the value of applying their knowledge to solving real-world problems.

Self-confidence: Feeling confident in one's own abilities can increase students' willingness to experiment with new ideas and generalize them.

Social factors:

Collaboration and communication: Working in groups and discussing material with other students can facilitate the formation of generalizations through the exchange of ideas and points of view.

The role of the teacher: Teachers play an important role in the formation of generalizations by providing structured feedback and modeling the process of generalization.

Further development of students' generalization skills can be promoted by using a variety of methods and strategies in the educational process:

Encouraging active participation: Active participation of students in the lesson, tasks that require searching for and generalizing information contribute to the development of generalization skills.

Using a variety of teaching methods: A variety of teaching methods, such as discussions, group work, project assignments, allow students to see the same information from different perspectives and apply it in different contexts.

Teaching Summarization Strategies: Teachers can provide lessons that focus on teaching specific summarization strategies, such as identifying main ideas, creating analogies, categorizing information, etc.

Providing Feedback: Regular feedback from teachers and peers helps students understand how well they are applying their summarization skills and where there is room for improvement.

Integrating Technology: Using interactive learning resources, online platforms, and apps can help develop summarization skills by providing students with opportunities to explore and analyze different sources of information.

Integrating technology into instruction can enhance the development of summarization skills for several reasons:

- Interactive simulations, videos, and games allow students to explore and analyze information in a fun and hands-on format. This helps them actively engage in the learning process and develop a deeper understanding of concepts.

- Online platforms like Google Classroom and Canvas provide a centralized space to access assignments, course materials, and discussions. They allow students to interact with a variety of information sources, share their thoughts, and work in groups on projects, which encourages summarization.

- Mobile apps and software allow students to access educational resources anywhere and anytime. This enhances learning and provides them with more opportunities to explore and summarize information.

Integrating technology into instruction to develop summarization skills offers many benefits, such as: Interactive and engaging digital resources keep students engaged and make the learning process more enjoyable. Online platforms and applications provide students with access to a variety of information sources and learning opportunities beyond traditional classroom teaching; Technology encourages students to analyze, compare, and synthesize information, developing their critical thinking and synthesis skills; Online platforms and applications facilitate student collaboration, allowing them to share ideas, exchange knowledge, and learn from each other; Technology allows students to learn at their own pace and focus on areas where they need additional support, promoting personalized learning and improving synthesis skills, etc.

To effectively use technology to develop synthesis skills, it is advisable to apply the following specific practices. It is important to clearly define how the use of technology will support the development of synthesis skills. It is necessary to select technologies that are appropriate for the learning objectives, student level, and available resources.

It is important not to use technology as an add-on, but instead to integrate it into the curriculum so that it supports learning. It is also important to provide clear guidance on the use of technology and student expectations, and to encourage students to reflect on their learning process and how technology has helped them develop synthesis skills. The use of these approaches in the educational process helps students develop sustainable generalization skills that they can successfully apply in various areas of their lives.

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