

ISSUES REGARDING THE PRIMARY SCHOOL TEACHER'S CONSIDERATION OF A CHILD'S PSYCHOLOGICAL CHARACTERISTICS

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<https://doi.org/10.5281/zenodo.23246671>

Abstract: This article analyzes the issues involved in a primary school teacher taking into account students' psychological characteristics during the educational process. It examines, from a scientific and theoretical perspective, the stages of a child's personality development, individual psychological differences, processes of motivation, attention, and memory, emotional states, and the influence of the social environment. Additionally, the article outlines ways to develop students' personal potential through the teacher's professional competence and pedagogical skill.

Keywords: primary education, psychological characteristics, individual approach, motivation, educational effectiveness, child development, pedagogical skill.

Аннотация: В статье анализируются вопросы учета психологических особенностей учащихся в образовательном процессе начальной школы. Научно и теоретически освещаются этапы развития личности ребенка, индивидуально-психологические различия, мотивация, процессы внимания и памяти, эмоциональные состояния, а также влияние социальной среды. Кроме того, показаны пути развития личностного потенциала учащихся посредством профессиональной компетентности и педагогического мастерства учителя.

Ключевые слова: начальное образование, психологические особенности, индивидуальный подход, мотивация, эффективность обучения, развитие ребенка, педагогическое мастерство.



Introduction

The primary education system is a crucial stage in the formation of a child's personality. During this period, a child's cognitive processes, character traits, social relationships, and moral qualities begin to take shape. Therefore, primary school teachers are required not only to teach the fundamentals of academic subjects but also to deeply understand each child's psychological characteristics and organize instruction based on that understanding.

Modern pedagogy and psychology establish the individual approach as a priority principle in the educational process. Each child differs from others in terms of abilities, temperament, interests, and needs. If a teacher fails to take these aspects into account, educational effectiveness may decline, and the child may develop a lack of self-confidence or a negative attitude toward learning.

Main Body

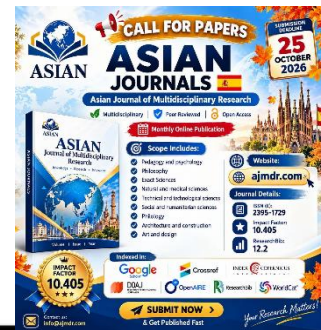
1. Psychological characteristics of primary school-aged children

Primary school age (6–10 years) is a period of rapid intellectual and emotional development for a child. At this stage, cognitive processes (attention, memory, thinking, imagination) develop actively, learning becomes the leading activity, the scope of social relationships expands, and self-assessment begins to form.

Voluntary attention is not yet fully developed in children; consequently, they tire quickly and struggle to maintain focus on a single task for extended periods. Therefore, it is advisable to use various active methods, game elements, and visual aids during the lesson.

In the process of memory, visual-image memory predominates. Children more quickly remember things they have seen, heard, and felt. Therefore, adhering to the principle of visual demonstration is of great importance in the educational process.

2. Taking individual psychological differences into account



Each child possesses their own temperament and character traits. For example:

- sanguine children are active and enthusiastic;
- choleric children are easily excitable;
- phlegmatic children are slow but steady;
- melancholic children are sensitive and impressionable.

Educational effectiveness increases when the teacher assigns tasks with these traits in mind. For instance, active children should be encouraged to take leadership roles in group activities, while a supportive environment should be created for shy children.

It is also important to employ a differentiated approach with students of varying ability levels. Some children grasp material quickly, while others require more time and explanation. A uniform approach is not effective for all students.

3. Fostering motivation and interest

In primary school, educational motivation is largely shaped by external factors (praise, grades, and rewards). However, the teacher's task is to develop intrinsic motivation in the child—specifically, an interest in and a need for acquiring knowledge. To achieve this, it is essential to link lessons to real-life examples, utilize game-based techniques, create opportunities for success, and foster a positive psychological environment. When a child experiences a sense of achievement, their self-esteem develops positively, and their interest in learning grows.

4. Emotional state and psychological environment

Primary school students are highly sensitive to the attitudes of adults. A teacher's harsh behavior or unfair grading can negatively affect a child's psyche. Therefore, the educator should be kind and fair, treat every child with respect, and offer criticism tactfully.

Creating a healthy psychological environment in the classroom fosters independent thinking and active participation among the children.

5. Family-school cooperation

The family plays an incomparable role in a child's personal development. Cooperation between the family and the school helps ensure the child's psychological stability. It is advisable for the teacher to maintain regular communication with parents and exchange information regarding the child's individual characteristics.

Discussion

Pedagogical practice demonstrates that lessons organized with consideration for a child's psychological traits are more effective. An individual approach not only improves the quality of learning but also supports the child's personal development.

Modern educational standards also require a competence-based approach. This demands that teachers possess sufficient knowledge of psychology and keen observational skills. Conclusion

A primary school teacher's consideration of a child's psychological characteristics is a crucial factor in educational effectiveness. An educational process organized with regard to age-appropriate cognitive processes, individual differences, emotional states, and the social environment fosters the development of a well-rounded individual.

Furthermore, the teacher's pedagogical skill, patience, and kindness support the child's emotional stability and interest in learning. Thus, a psychological approach is of paramount importance in primary education, and its effective practical implementation remains a vital task.

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