



Philosophical, Psychological Description of Attention Concentration in the Formation of Research Activity

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Abstract: This article presents a philosophical and psychological description of concentration of attention in the formation of research activity among elementary school students, and reflects on attention, its place in human life, and its properties.

Keywords: attention, attention span, attention stability, attention span, attention concentration.

As long as a person exists in society, he lives under the influence of various things and events around him every minute. Not all of these things leave a permanent mark on the mind, some of them are clearly visible, others are abstract or not at all. All these processes depend on the extent to which human attention is focused on things, objects, events, processes and information. Attention has been defined by several scholars as a philosophical concept. For example, by P.I. Ivanov, it is said to concentrate the mind on one point and focus actively on a specific object. (257). A person's thoughts, daily activities, and everything he does can be realized only when attention is focused, that is, it can become an object of attention.

Attention is a very important life process that is involved in every moment of human activity. From simple everyday physical activity to complex mental activity processes, it does not happen without the participation of the dagat. In particular, E. B. Pirogova defines attention as the orientation of the mind and focus on something in such a way as to increase the level of emotional, mental or motor activity of an individual. Evaluating the importance of attention in human life, the whole world, commenting on the discovery of Newton, who created the law of gravitation, admits that all his thoughts and imagination are focused on this process. K.D.Ushensky's opinion that "attention is the only door of our spiritual life that everything that enters our mind passes through this door" shows its importance.

The stability of students' attention during the lesson is 15-20 minutes. After that, despite being on the lesson, his attention is divided into other thoughts. At the same time, conducting work methods aimed at research activities is a guarantee of achieving the intended goal in this regard. Therefore, in the middle of the lesson, there are moments of rest in schools.

Attention is a cognitive process consisting of the orientation of mental activity and concentration on an object of certain importance for a person. Orientation refers to the selective nature of mental activity, voluntary and involuntary selection of an object. When the student listens to what the teacher is saying at school, he consciously chooses this activity of listening, his attention is subjugated to this purpose, which was consciously aroused. The direction of the student's mental activity is expressed when the student concentrates on the content of the educational material without being distracted by something else.

Orientation of mental activity means not only this choice, but also preservation and support of this chosen one. It is necessary to emphasize the importance of attention for the cognitive process.

Attention is always involved in the processes of perception, perception, memory, imagination and thinking. Attention is a constant companion in all our reflective processes. Although attention is involved in all our mental processes, but attention itself does not reflect anything.

When a person pays close attention to something, some changes are visible in his appearance. So, attention usually has its superficial, that is, external symptoms. In order to perceive something well, first of all, it is observed to look at it attentively, then the whole movement stops, even the breathing process of a person slows down during attention. Therefore, before studying an object, it is necessary to sit in a comfortable position and adapt the body. Then it is necessary to direct and concentrate mental activity on the object, that is, to be relatively attentive.

The most important properties of attention are its scope, selectivity, stability, accumulation, distribution and migration. The scope of attention means the number of clearly perceived objects in a short period of time.

Stability of attention is a person's ability to not be distracted from mental activity and to focus on an object for a long time. A characteristic of the stability of attention is the long-term concentration and focus of mental activity in the initial state.

Concentration of attention is maintaining attention on an object for a long time despite various influences. The distribution of attention consists in directing and accumulating mental activity of the subject to several objects at the same time. It is understood as the transfer of attention, its direction and concentration from one object to another.

Being able to manage attention is the main activity for mental development and practical activity. K. D. Ushinsky connects the psychological analysis of attention with the problem of education. In order to focus effectively on the goal, it is necessary to direct the perception without being distracted from the main activity. The main task of the teacher is to learn how to direct attention from students and to teach them to manage this process independently.

While researching the problem of attention, B.G. Ananov points out that attention should always be checked and researched. According to this, it is assumed that the pedagogue should properly organize the lesson, constantly improve his pedagogical skills, and properly organize the activities of the students in the lesson.

In his works, I.V. Strakhov mentions that a person has a social nature depending on the origin of his attention and the way he works. It is the cause of people's labor activity and is considered one of the main psychological components of the labor process. An important sign of attention is the concentration of a person's psyche in the process of activity and in communication with others.

Attention plays the main and leading role in the formation of research activity in the students' assimilation of the knowledge given during the lesson. That is why, in the process of education, first of all, it should be his main goal to be able to attract the attention of the educator. This requires the student to know the material thoroughly. It follows from this that the training of attention is created and this is considered the foundation of the formation of research activities.

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