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NEUROPSYCHOLOGICAL RESEARCH FEATURES OF THE ORGANIZATION OF ATTENTION IN YOUNGER SCHOOLCHILDREN

Annotation. The presented article describes the features of the neuropsychological approach, which involves active work in overcoming retardations in mental development, prevention and solving emerging difficulties in teaching children of primary school age. The article also discusses the features of the state of attention in junior schoolchildren of a mass school. A description is given of a study conducted among second-grade students aimed at assessing such properties of attention as work efficiency, degree of development and mental stability using the "Schulte Table" technique. A detailed comparative analysis of the characteristics of voluntary attention in 25 elementary school students is described. The importance of timely neuropsychological diagnostics of second-graders and the subsequent organization of correctional and developmental assistance to younger students experiencing learning difficulties is being updated.

Keywords: junior school age; neuropsychological approach; voluntary attention, learning.

Аннотация. В представленной статье описываются особенности нейropsychологического подхода, который предполагает активную работу в преодолении отставаний в психическом развитии, профилактики и решении возникающих трудностей в обучении детей младшего школьного возраста. Также в статье рассматриваются особенности состояния внимания у младших школьников массовой школы. Приводится описание проведенного исследования среди учащихся вторых классов, направленного на оценку таких свойств внимания, как эффективность работы, степень вработываемости и психическая устойчивость при помощи методики "Таблицы Шульте". Описан подробный сравнительный анализ особенностей произвольного внимания у 17 школьников начального звена. Актуализируется значимость своевременной нейropsychологической диагностики второклассников и последующей организации коррекционно-развивающей помощи младшим школьникам испытывающим трудности в обучении.

Ключевые слова: младший школьный возраст; нейropsychологический подход; произвольное внимание, обучение.

The study of neuropsychology is highly relevant because it provides a deeper understanding of how the brain functions and how it influences behavior, emotions, and cognitive processes. Neuropsychological research helps to identify patterns of brain activity and to understand how different brain regions and neural networks contribute to various mental processes, including attention, memory, language, and decision-making.

By applying a neuropsychological approach, researchers and clinicians can identify and treat neurological disorders. Neuropsychological assessments can also be used to evaluate cognitive function and identify areas of weakness or impairment in individuals with brain injuries, developmental disorders, or other neurological conditions.

Furthermore, the neuropsychological approach is useful in education and rehabilitation settings. It can inform instructional strategies and interventions that take into account individual differences in cognitive processing and attentional abilities. In rehabilitation, neuropsychological interventions can be used to improve cognitive function and help individuals with brain injuries or neurological conditions regain independence and quality of life [1].

Overall, the study of neuropsychology is relevant for understanding the underlying mechanisms of brain function, improving diagnosis and treatment of neurological and psychiatric disorders, and informing educational and rehabilitation practices.

The study of attention in younger students is important for several reasons. Attention is a critical cognitive skill that is essential for learning and academic success. Students who struggle with attention may have difficulty focusing in class, retaining information, and completing tasks. Understanding the factors that influence attention in younger students can help teachers and educators develop effective strategies to support their learning and academic performance [2].

One area of focus in the study of attention in younger students is the development of executive function. Executive function is a set of cognitive processes that enable individuals to plan, organize, and execute tasks. It includes attentional control, working memory, and inhibitory control. These processes are critical for academic success, and deficits in executive function are often associated with learning and behavior problems [3].

Another important area of study is the impact of environmental and social factors on attention in younger students. Factors such as stress, sleep deprivation, and poor nutrition can all affect attention and cognitive performance. Understanding the impact of these factors can help teachers and educators create a supportive learning environment that promotes attention and academic success.

Finally, the study of attention in younger students can also inform the development of interventions and strategies to improve attention and academic performance. For example, cognitive-behavioral interventions that target executive function and attentional control have been shown to be effective in improving academic performance in younger students. Similarly, classroom-based interventions that promote physical activity, mindfulness, and relaxation can also improve attention and academic performance in younger students.

Overall, the study of attention in younger students is critical for understanding the factors that influence attention and academic success, and for developing effective interventions and strategies to support their learning and development [4].

Research on the organization of attention in younger schoolchildren has yielded several key findings:

1. Development of selective attention: Younger schoolchildren are still in the process of developing selective attention, which is the ability to focus on relevant information while ignoring irrelevant distractions. This skill improves as children grow older and gain more experience in filtering out irrelevant stimuli.

2. Switching attention: Another aspect of attention that develops during early childhood is the ability to switch attention from one task to another. This is an important skill for academic success, as students need to be able to shift their focus from one subject to another throughout the day.

3. Sustained attention: Sustained attention is the ability to maintain focus on a task over an extended period of time. Younger schoolchildren often struggle with this, as their attention span is still developing. Teachers can help by structuring lessons to include breaks and opportunities for movement to help children maintain attention.

4. Executive function: Attention is closely tied to executive function, which involves higher-level cognitive processes such as planning, problem-solving, and working memory. Improvements in executive function can lead to better attention and academic performance. Neurological development: Brain development plays a crucial role in the organization of attention in younger schoolchildren. As the prefrontal cortex matures, children become better able to regulate their attention and ignore distractions [5].

We conducted a study of 3 criteria for the work of attention of 17 primary school students. These criteria included such components as: Efficiency of work, degree of workability and general mental stability. To conduct the study, we used the sample "Schulte Tables". The results for each criterion are presented in the table below (table 1).

Table 1

№	Efficiency (min.)	Workability (min.)	Mental stability (min.)
1	2,032	1,038386	0,639764
2	0,598	0,652174	0,90301
3	0,72	0,583333	1,458333
4	0,608	0,607237	0,638816
5	0,71	1,450704	1,492958
6	1,04	1	1,048077
7	2,02	1,054455	2,028846
8	1,274	1,020408	1,240385
9	0,378	0,678836	0,298077
10	0,38	0,694737	0,346154
11	2,7	0,696296	2,980769
12	0,542	0,645756	0,961538
13	1,106	0,640325	1,153846
14	0,328	1,006098	0,240385
15	2,112	0,699053	2,067308
16	0,408	0,657843	0,432692
17	0,752	1,449468	0,480769

The worst results were scored by 4 guys, with performance indicators of approximately 2 minutes. Most of the guys spent on average on all tables from 0.54 - 1.3 minutes and the best results were with the least time spent 32-37 seconds. Overall, understanding the organization of attention in younger schoolchildren is critical for educators, as it can inform instructional practices and interventions to support academic success.

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«ПСИХОЛОГИЯ ХУДОЖЕСТВЕННОГО ТВОРЧЕСТВА» В КОНТЕКСТЕ ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ

Аннотация. В статье рассматриваются содержание и структура курса «Психология художественного творчества». Анализируются понятие «художественное творчество», его сущность и виды, предмет и объект; условия формирования творческой личности; природа, структура и типы художественного восприятия. Научная новизна проблематики заключается в систематизации научно-педагогического и психолого-эстетического материала, отражающего развитие основных проблем психологии художественного творчества; разработаны принципы воплощения в образовательный