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## MAIN CHARACTERISTICS OF DEVELOPMENT OF CHILDREN 6–7 YEARS OLD

**Аннотация:** Рассмотрена проблема личностного развития детей 6-7 лет в процессе формирования коммуникативных умений, определены уровни сформированности коммуникативных умений, включающие умения вступать в контакт, вести беседу, внимательно слушать, эффективно выражать свои мысли, осознавать свои индивидуальные особенности и других людей и учитывать их в ходе общения.

**Abstract:** The problem of personal development of children aged 6-7 years in the process of developing communication skills is considered, the levels of development of communication skills are determined, including the ability to make contact, conduct a conversation, listen carefully, effectively express their thoughts, be aware of their individual characteristics and other people and take them into account during communication.

**Annotsiya:** 6-7 yoshdagi bolalarning muloqot qobiliyatlarini rivojlantirish jarayonida shaxsiy rivojlanish muammosi ko'rib chiqiladi, muloqot qilish qobiliyatini rivojlantirish darajalari aniqlanadi, shu jumladan aloqa o'rnatish, suhbatni o'tkazish, diqqat bilan tinglash, o'z fikrlarini samarali ifoda etish, ularning individual xususiyatlaridan va boshqa odamlardan xabardor bo'lish va muloqot paytida ularni hisobga olish haqida bayon etilgan.

Growth and physical development. By the age of 7, as a rule, the so-called “half-growth leap” is completed - an increase in body length, in which the limbs grow faster than the body. A child who has completed the “half-height leap” can raise his hand above his head and touch the opposite ear. A positive result of this task, as well as the beginning of the change of baby teeth, indicates the level of biological maturity of the child, namely the completion of the “half-growth leap.”

Fundamental research conducted by neurophysiologists, morphologists and psychophysicists at the Institute of Developmental Physiology of the Russian Academy of Education, A positive result of this task, as well as the beginning of the change of baby teeth, indicates the level of biological maturity of the child, namely the completion of the “half-growth leap.” Fundamental research conducted by neurophysiologists, morphologists and psychophysicists at the Institute of Developmental Physiology of the Russian Academy of Education, indicate that by the time the “half-growth leap” is completed, the system of connections between the neurons of the cerebral cortex becomes more complex, the corpus callosum is formed, connecting both hemispheres, which ensures the complex and integrative activity of the brain and the entire nervous system. indicate that by the time the “half-growth leap” is completed, the system of connections between the neurons of the cerebral cortex becomes more complex, the corpus callosum is formed, connecting both hemispheres, which ensures the complex and integrative activity of the brain and the entire nervous system.

At this age, significant changes occur in the development and improvement of all organs and systems of the child, and the adaptive capabilities of the body increase. However, with physical and intellectual stress, children can quickly get tired. The organization of visual 4 perception is improved, the ability to perceive complex At this age, significant changes occur in the development and improvement of all

organs and systems of the child, and the adaptive capabilities of the body increase. However, with physical and intellectual stress, children can quickly get tired.

The organization of visual perception is improved, the ability to perceive complex objects, identifying features, distinguishing them, and all this expands the possibilities of cognitive activity, familiarizing the child with the world around him. From the age of 6–7 years, it is recommended to begin systematic hardening. objects, identifying features, distinguishing them, and all this expands the possibilities of cognitive activity, familiarizing the child with the world around him. From the age of 6–7 years, it is recommended to begin systematic hardening.

At this age, the replacement of baby teeth with permanent ones begins. At 6–7 years of age, the incisors are the first to fall out and change, and the sixth molars begin to erupt. However, the timing and sequence of changing teeth can be very individual. By the age of 6–7 years, the structure of movements improves, but the biodynamics of movements are still characterized by instability and unevenness.

By the age of 6, children are ready to master complex coordinated and graphic movements; this is the period when all the basic elements of graphic movements can be mastered. At the age of 6, children copy the simplest geometric shapes well, observing their size and proportions. The strokes become clearer and smoother, the ovals are complete.

In fact, at this age, children have access to any graphic movements, any strokes and lines. Regular drawing lessons for children improve movements, train visual memory and spatial perception, and create the basis for successful learning to write. “Experiences” in writing by six-year-old children with whom they were not specifically study, show that children write many letters in a mirror manner, not observing the dimension and ratio of strokes, and attempts to write in written letters often reinforce the wrong configuration, the wrong trajectory of movements. It is important to note that, starting from the age of 4, the possibility of purposeful formation of movements in the process of teaching a child is revealed, the role of the word in the process of motor learning increases.

In order for a child to correctly learn the method of movement, imitation or demonstration is not enough, a special organization of the child’s activities under the guidance of an adult is necessary. In this case, the combination of verbal instructions and visual demonstration gives the most effective result. By the age of 6, the number of exercises necessary to form a new motor action decreases. In order for a child to correctly learn the method of movement, imitation or demonstration is not enough, a special organization of the child’s activities under the guidance of an adult is necessary. In this case, the combination of verbal instructions and visual demonstration gives the most effective result. By the age of 6, the number of exercises necessary to form a new motor action decreases.

Voluntary movements. The child is able to master the technical elements of all everyday movements; capable of independent, precise, dexterous movements to music; masters and correctly performs complex coordinated actions when skiing, skating, cycling; able to perform complex coordinated gymnastic exercises; carries out coordinated finger movements

The development of visual-motor coordination determines the ability to: draw simple geometric shapes, intersecting lines, letters, numbers in compliance with sizes, proportions, and stroke ratios.

#### **Speech development is characterized by:**

correct pronunciation of all sounds of the native language; the ability to perform simple sound analysis of words; an active vocabulary of 3.5–7 thousand words; grammatically correct sentence construction;

the ability to independently retell a familiar fairy tale; the ability to compose a story based on a plot picture;

the ability to compose a story based on sequential pictures; ability to answer and ask questions; the ability to express in words your thoughts, feelings and intentions; the ability to communicate freely with adults and peers - answer questions, ask questions; the ability to compose a story based on sequential pictures; ability to answer and ask questions; the ability to express in words your thoughts, feelings and intentions; the ability to communicate freely with adults and peers - answer questions, ask questions;

the ability to express your thoughts; the ability to use conjunctions, prepositions and prefixes, generalizing words, subordinate clauses; the ability to convey various feelings through intonation; the ability to rhyme words, compose simple quatrains. Attention: the attention span increases quickly, but the duration is still short: . 10–15 min; can concentrate on no more than 1–2 objects 6 at a time; it is difficult to quickly and clearly switch from one object or type of activity to another; selective attention is formed.

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