



**ZAMONAVIY TA'LIM STRATEGIYALARI:
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**ПРОБЛЕМА УЧЕТА ДЕТСКИХ ВОЗРАСТНЫХ ПЕРИОДОВ В
ПРОИЗВЕДЕНИЯХ ДЛЯ ДЕТЕЙ.**

Найманбаев М.Ж.

к.п.н., доцент, ЖАГУ им. Б.Осмонова г.Манас, Кыргызстан

Чоюнова А.Т.

преподаватель -МНУ им. К.Ш.Токтомаматова г.Манас, Кыргызстан

Ниязалиева А.

магистрант ЖАГУ им.Б.Осмонова г.Манас, Кыргызстан

**THE PROBLEM OF ACCOUNTING CHILDREN'S AGE PERIODS IN WORKS
FOR CHILDREN.**

Naimanbaev M.Zh.

*PhD in Pedagogical Sciences, Associate Professor, Jalal-Abad State University named after
B. Osmonov, Manas, Kyrgyzstan*

Choyunova A.T.

*Lecturer, Manas International University named after K. Sh. Toktomamatov,
Manas, Kyrgyzstan*

Niyazalieva A.

Master's student, Jalal-Abad State University named after B. Osmonov, Manas, Kyrgyzstan

Аннотация: В статье рассматриваются вопросы учета особенностей их возрастного развития в произведениях для детей и показывается происхождение акселерации. Также отражены исследования ученых Л.А. Венгера, К.Д. Ушинского о развитии познавательных процессов, влиянии на них художественных произведений и представлены мнения, высказанные в этом направлении М. Горьким, В. Белинским. Кроме того, описаны обстоятельства создания приятной психологической атмосферы и заинтересованности детей в учебе со дня их прихода в школу.

Ключевые слова: детская литература, акселерация, возрастной период, дошкольный возраст, младший школьный возраст, личностные качества, учебная деятельность, познавательные процессы, характер, нравственность.

Annotation: The article discusses the issues of taking into account the characteristics of their age development in works for children and shows the origin of acceleration. Also reflected are the studies of scientists L.A. Wenger, K.D. Ushinsky about the development of cognitive processes, the influence of works of art on them, and presents the opinions expressed in this direction by M. Gorky and V. Belinsky. In addition, the circumstances of creating a pleasant



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psychological atmosphere and children's interest in learning from the day they arrive at school are described.

Keywords: *children's literature, acceleration, age period, preschool age, primary school age, personal qualities, educational activities, cognitive processes, character, morality.*

Writers and poets who create works for children must take into account their age, as well as their individual psychological and emotional–volitional characteristics. Authors of children's literature cannot ignore the specific age group of their audience and their abilities when writing their works. On this matter, the great writer Maxim Gorky wrote: “An author who turns to children's literature must consider the age characteristics of young readers—otherwise, the book will lose its audience and end up unsuitable for both children and adults.”

There is also a need to classify children according to different age stages. This is because children of today differ significantly from those of 40–50 years ago. It can be said that social acceleration in society is high, as the conditions and opportunities available are steadily increasing. For example, the spread of the internet, the development of computer technologies, the growth in the number and diversity of television programs, the publication of various newspapers and magazines, and the increase in museums, theaters, and so on. All these factors create opportunities for children to access a wide range of information, thereby broadening their horizons. At the same time, children are also experiencing physiological acceleration.

This refers to children's growth in terms of height and weight. Therefore, it is considered appropriate to take a differentiated approach to today's children. In other words, it is important to provide education and upbringing while taking into account children's age characteristics and to set appropriate, consistent expectations for them [3, p. 20].

Thus, the period from early childhood—when children begin to engage with literary works and develop intellectual responses (from around age 3)—up to 17–18 years can generally be divided into the following age stages:

- preschool age (3–6 years);
- younger school-age children (7–10 years);
- preadolescents (10–12 years);
- early adolescents (13–14 years);
- adolescents (15–16 years);
- late adolescents / early youth (17–18 years).

According to the United Nations Convention on the Rights of the Child, individuals under the age of 18 are also considered children and belong to childhood.

From the age of three, a child's intellect begins to develop; their physical posture improves, their awareness increases, and they gradually begin to exercise a certain level of self-control. From this period onward, children start to engage with literary works, show interest in them, and



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ask their parents or other adults to read books to them. Over time, this interest turns into a habit, and they actively seek it out.

When a child begins attending preschool educational institutions (kindergartens), their needs increase significantly. They become interested in constructing toys, drawing, and listening to poems and fairy tales read by adults, and they are able to organize active games based on the plots and motifs of these stories.

At the preschool age, children's attention, perception, memory, and thinking develop rapidly. Between the ages of 3 and 7, visual acuity, the ability to distinguish pitch, and the ability to differentiate colors all improve. Activities such as drawing, sketching, and constructing have a particularly strong influence on the development of visual perception.

The scholar-psychologist L. A. Venger identified certain patterns in the development of children's sensory abilities. For example, when children perceive the shape of an object, its geometric form serves as a standard; when perceiving color, its spectral range acts as a reference; and when perceiving size, its physical magnitude functions as the benchmark. The foundation of sensory ability is formed by high-quality perceptual actions [2, p. 35].

According to research by Soviet psychologists, although the thinking of preschool children is predominantly visual and image-based, if learning is properly organized, they are capable of identifying general features of objects and phenomena, as well as the relationships between them, beyond just their external characteristics.

Recent studies have shown that by changing the form and content of instruction, it is possible to expand the thinking capacities of children at this age. It has been proven that six-year-old children are fully capable of learning specific properties and characteristics of objects.

Summarizing the studies mentioned above, the following characteristics of thinking in preschool children can be identified:

From the ages of 2 to 4, children actively use and develop speech. Their thinking is mainly image-based, and they are not yet capable of logical generalization. Problems are often solved not at the level of reasoning, but through actions.

Between the ages of 4 and 7, children tend to arrive at conclusions that are unique to their own perspective when solving problems. This feature is described as the stage of intuitive thinking. At this age, children's thinking is largely influenced by external factors. In preschool children, the need for interaction with adults plays a key role in the development of cognitive abilities and interests. Through their need for communication, children acquire social experience. At this stage, children are highly sensitive; along with the development of their consciousness, distinctive patterns of behavior begin to emerge. This period is considered the initial stage in the formation of personality traits [3, p. 111].

Children's literature plays a particularly important role in shaping these personality traits. By reflecting children's imagination and experiences on an emotional level and presenting works that correspond to their nature, it creates opportunities for moral and ethical development.



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The social environment plays a particularly important role in a child's development. For preschool children, interaction with peers and being consistently part of a social circle are crucial factors in shaping the child as an individual. The child's attitude toward the surrounding world and their independence expand, which in turn improves their communication with adults. At this stage, speech serves as the primary means of communication.

At this age, a child's thinking develops significantly; they begin to imitate the behavior of adults, reproduce certain images, and gradually develop feelings such as respect and empathy toward others. Thus, by the age of four, the foundations of moral behavior begin to take shape. These qualities are further strengthened through reading, explaining, and illustrating works of children's literature.

In this regard, the well-known Russian critic Vissarion Belinsky stated: "The younger the child, the easier it is to instill moral behavior. Relying on good traditions, it is not so much necessary to teach an infant noble feelings, talents, and good habits, as it is to cultivate them through practice" [1, p. 109].

Therefore, in order to instill such values in preschool and early school-age children, the actions, character traits, abilities, and experiences of literary characters in artistic works have a positive influence.

This is because retelling the images, behaviors, emotional–volitional traits, and events of characters they like turns the process into "practice rather than instruction" for the child. It enables them to grasp relatively complex concepts and supports the development of both imaginative and logical thinking.

As an example, we can refer to Sh. Beishenaliev's story "Tabyshmakchy Chynara" ("Chynara the Riddle-Maker"). Four-year-old Chynara, based on the fairy tales and riddles she learned from her parents, begins to create her own riddles and stories about everyday household objects, focusing on their distinctive features—for example, a television, telephone, wardrobe, sofa, and so on. Through this, the child's thinking ability develops, creativity increases, imagination expands, memory improves, emotions become stronger, and overall development progresses.

Children's literature also plays a special role in shaping the personal qualities of primary school-aged children and in their moral and spiritual upbringing. Therefore, it is important to consider the psychological characteristics of this age and highlight the influence of literary works on them.

For primary school students, the leading activity is learning. At the same time, play, communication, and work-related activities continue to develop. Learning activity, as the dominant one, enhances students' cognitive engagement, and literary works written for this age group help form their artistic and aesthetic taste.

With a child's entry into school, significant changes occur in their cognitive processes under the influence of learning. This is связано with the transition to a new type of activity and a new



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system of interpersonal relationships. In order for a child to cope successfully with academic tasks at their level without excessive difficulty, two main objectives need to be addressed.

First, it is important to help the child adapt quickly to the school environment, learn without excessive physical strain, and develop their attention. Therefore, the learning process should be organized in an engaging and interesting way for children.

Second, it is necessary to reduce differences among children. Some come to school well-prepared, while others do not. Thus, those who are less prepared should be supported so that they can reach the level of their peers.

Children, especially in the early stages of schooling, become tired quickly. For this reason, lessons should incorporate games and interactive elements to maintain active attention. The well-known Russian psychologist Pyotr Kapterev noted: "Teaching an inattentive student is like pouring water into a bottomless bucket" [5, p. 45]. Therefore, special emphasis must be placed on attention in the learning process.

In primary school-aged children, voluntary attention begins to develop. However, during the first days of schooling, their attention is largely involuntary. Children cannot yet fully control it; external stimuli have a strong influence, they are easily distracted, and at the initial stage they may not effectively absorb learning material. Attention plays a crucial role in enabling students to perceive objects and phenomena accurately, think clearly, and retain information in memory.

The great Russian educator Konstantin Ushinsky attached great importance to the development of voluntary attention in primary school children.

"Attention is the gateway through which all things of the external world enter a person's inner consciousness," wrote K. D. Ushinsky [5, p. 54].

Thus, it is clear that attention plays a crucial role in a person's understanding of the world. When introducing literary works to primary school-aged children, special emphasis should be placed on maintaining their attention. Expressive storytelling, working with plots, and using role-play to represent characters can be particularly effective.

Developing voluntary attention in primary school students is especially important. The great Russian educator K. D. Ushinsky gave special importance to and substantiated the development of voluntary attention. At this age, the properties of attention also begin to form. The ability to shift attention can even be relatively high, which is *связано* with the child's young age and the mobility of processes in the central nervous system. The stability, switchability, and distribution of attention increase, and the span of attention expands. However, shifting attention from one object to another may still occur slowly. The stability of attention is not yet sufficient, especially for first- and second-grade students. Since the span of attention depends on initial experience, children at this stage are not yet able to keep several objects in focus simultaneously.

From the first day a child enters school, it becomes essential to create a favorable psychological environment and to encourage interest in learning so that development can be effective. It is important to teach students to listen attentively, to perceive information, to retell



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it, to answer questions, to express their own thoughts, to identify key ideas in what they read, and to create stories based on pictures.

Therefore, visual and image-based concepts are well retained in children's memory. Such representations also support active attention and help maintain interest. At this stage, imaginative thinking begins to develop strongly. In connection with this, the use of visual aids such as pictures, diagrams, tables, and other illustrative materials in teaching literary works significantly increases the effectiveness of lessons. A child's ability to think, understand, analyze information, and apply it in appropriate situations is of great importance.

Primary school-aged children (6–10 years) are usually under close supervision from parents, who also begin to set higher expectations. This is because a new type of activity—learning—emerges in their lives. Parental care, support, and supervision play a crucial role in ensuring successful adaptation to school life and the learning process. This helps the child adapt more quickly to the school environment.

Day by day, the child's responsibilities increase. While school requirements may be tiring on one hand, they also strengthen the child and gradually give rise to new social motives.

In T. Kasymbekov's story "*Tuulgan Jer*" ("Native Land"), a similar emotional state is also present in the 3rd-grade student Satimkul. The boy, who has not seen his native village for a long time, feels a strong sense of longing and stands on a high mountain, gazing toward his village. If he had wings, he would fly swiftly toward his homeland, arrive quickly, and satisfy his longing; he is even ready, with childlike tears, to dedicate his life, strength, and energy to his village [6, pp. 17–18].

Thus, the earliest ideals of primary school-aged children are often their parents, their homeland, and the positive characters found in literary works. Gradually, their sense of responsibility and initiative increases, and their willingness to independently complete additional tasks becomes stronger.

Therefore, literary works in children's literature play an important role in developing attention, memory, thinking, and imagination in preschool and primary school-aged children. They also contribute to the formation of personal qualities, moral and spiritual upbringing, and support the development of emotional–volitional traits, interests, abilities, and aesthetic taste.

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