

GERONTOLOGY AND ATTENTION

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Abstract:

In this scientific article, the subtle aspects of gerontopsychology are scientifically analyzed. Also, attention in old age is explained.

Key words: Aging, gerontopsychology, attention, growth and development of the organism, Neo-Piagetian theories of cognitive development, Aging

Introduction:

Gerontology (Greek: geron, gerontos - old, old and ... logy) is a science that studies the aging process of living organisms, including humans; medicine and biol. a department of sciences. Gerontopsychology is the main component of gerontopsychology. Reduction of mortality from infectious diseases and child mortality, etc. factors contribute to longevity. Several theories have been put forward about the causes of aging. According to I. I. Mechnikov, the products of metabolism of bacteria living in the intestines and the products of metabolism of nitrogenous substances in the body itself (uric acid) poison the human body and cause aging. Gerontopsychology now studies the causes and mechanisms of aging from the molecular and cellular to the whole organism level. Gerontopsychology is mainly developing in experimental, clinical and social directions. Scientific researches of gerontopsychology in the field of social hygiene are aimed at studying the causes of premature aging in relation to social conditions, people's way of life, finding the most optimal methods of providing material support, work, food, and behavior of the elderly, as well as finding the most optimal methods of providing social and medical assistance.

Gerontopsychology (from the Greek geron - old, elderly and psychology) is the field of gerontology and youth psychology. Using the tools and methods of general psychology, he studies the specific features of the psyche and behavior of the elderly. Although scientists have long been interested in the mental characteristics and changes that appear in people due to aging, Gerontopsychology as a separate field of science began to take shape only in the second half of the 20th century. Although Stanley Hall scientifically established that gerontopsychology is a part of the science of psychology, Mark Tullius Cicero (in the book "On Aging"), I.I. Mechnikov (in the book "Etudes of Optimism") , scholars of Central Asia expressed philosophical thoughts and opinions in their masterpieces about wisdom and wisdom. American psychologist Stanley Hall (1846-1924) put forward a number of ideas of practical and methodological importance

in the monograph "Aging". Despite the fact that the work quickly spread among the people of science, its followers did not increase all of a sudden. Since the 30s of the 20th century, the increase in medical-biological research on old age, as well as the emergence of an approach to human development as an individual, had a certain impact on the development of psychogerontology. In this way, in addition to the medical and social approaches to aging, there was also a psychological approach, and the research field of psychogerontology expanded, and special journals in this field began to be published in English. Most of the scientific researches are devoted to personality traits, attention, memory, thinking, and intelligence of people in old age, and other mental states and processes have been researched very little. Currently, there are two different scientific theories that the psychology of aging refers to both gerontology and the field of psychology of ontogenesis, although they are interrelated and constantly enrich each other with scientific information and data. The science of psychogerontology includes such scientific concepts as gerontology, involution, geriatrics, gerohygiene, and heterochrony. Gerontology is a Greek word that means the origin of old age. The word geriatrics refers to the treatment of an aging person. The concept of involution is the opposite of evolution, meaning a reversal from growth. Gerohygiene is the field of maintaining and strengthening the health of an elderly person.

The main task of gerontopsychology is to find tools that help people to live healthy and active even in old age. When a person gets old, mental weakness and slowness in the functioning of some organs of the body and slowness in movement are observed.

Main part:

By attention we mean focusing the mind on one point and looking at a specific object; everything we perceive and imagine in the course of our activities, every event, our actions, words and thoughts can be the object of attention.

Concentration of the mind during attention consists in a narrowing of the circle of consciousness, in which the circle of consciousness is supposed to be much narrower. Due to this narrowing and narrowing, the circle of consciousness becomes very bright. The most concentrated and therefore the brightest point of consciousness is called the focus (center) of attention. If all the objects (objects, images) that fall into this focus are very sharp, bright and clearly reflected.

The objects on which our attention is focused are reflected in the concentrated room of our mind with great precision and clarity. It should also be noted here that attention is not a separate mental process like memory, perception, imagination, thinking and speech. Attention is seen in all mental processes. We cannot "just" be attentive, but we perceive attentively (look, hear), remember attentively, think, discuss attentively, talk attentively.

Attention is an internal activity that ensures the quality of mental processes. Attention is a prerequisite for any activity. This is what prompted one of the French scientists Curé in his time to describe genius as persistent attention. For example, he suggests that Newton's genius lay in the strength and stability of his attention. Newton himself answered the question "Why did you manage to discover the law of universal gravitation" - "I was lucky that my thoughts were always focused on this issue." Of course, such an assessment of attention is an overestimation of its importance. However, this assessment shows that attention is of great importance for all types of human activity. In fact, even the simplest work, such as chopping wood, plowing the ground, and the most complex work, such as working with machines, carrying out scientific investigations, cannot be done without the participation of attention.

Attention that is generated by an external cause and outside of our will is called involuntary attention. The reasons for this attention are some well-known characteristics of stimuli that primarily affect us: such as their beauty, brightness, power, magnitude, mobility, duration, suddenness, contrast, etc. For example, a squeaky, beautiful and shiny toy attracts the attention of children up to kindergarten age. A loud sound - thunder, the sound of a fired bullet involuntarily attracts our attention. For example, a butterfly or a pumpkin that suddenly flies into the building will involuntarily attract the attention of students. The occurrence of involuntary attention also depends on the state of the person at the time. The same things and events may or may not attract our attention. It depends on the person's current situation. The primary physiological basis of involuntary attention consists of orienting or inspection reflexes. Voluntary attention is the attention that is used with a consciously set goal, having determined in advance what our attention should be focused on. The initiation of this attention and, often, its continuation throughout the entire work requires effort and effort, that is, the participation of the will. That is why it is called willful attention. The strength of voluntary attention is mainly characterized by the level of willpower associated with overcoming difficulties.

Voluntary attention is physiologically determined mainly by the activity of the second signaling system. An example of how voluntary attention works is when a student listens to a new lesson being explained. In this case, the student sets a goal in advance by saying "I will listen" and makes an effort to focus only on the teacher's words. At the same time, the student makes a conscious effort to eliminate other mental processes, such as perception, thought, emotion, imagination, which arise involuntarily and interfere with hearing the teacher's words. Voluntary attention is particularly evident in a very simple task, such as threading a needle.

In the process of activity, attention is often involuntarily shifted from the main work to minor things. Such a phenomenon is called distraction. Distraction has a bad effect on work. Therefore, in order not to be distracted, even slightly, during the work

process, it is necessary to strengthen voluntary attention and to make an effort to suppress perceptions, imaginations and thoughts that arise involuntarily and are not related to work. is coming.

Attention whose source is outside our consciousness is called external attention. External attention is the process by which our perceptions first appear. An example of external attention is the attention that occurs in the work of a driver, a wagon driver, a tailor. The student's attention in listening to the teacher's explanation, reading a book, looking at pictures and observing natural phenomena is also an external attention. Depending on which of our senses we perceive things and events, external attention can be divided into the types of sight and hearing, as well as satiety, smell and taste. External attention can also be focused on what we imagine and think.

The source of attention, which is our imaginations, thoughts, feelings and inclinations, is called inner attention. For example, introspection occurs when we observe our thoughts, examine them, experience regret, self-criticism, and reflect on our desires. In the course of education, the teacher shows inner attention when he follows the progress of the lesson and the system of expressing his thoughts. This type of focus is most evident in the work of self-discipline. Internal focus is one of the components of self-discipline. Characteristics of attention. Attention has several properties, the main ones being the portability, division, scope, strength, and stability of attention. Depending on how clearly these characteristics are expressed, certain (positive or negative) qualities of the attention of certain people are determined in the process of various activities.

Focused attention is called focused attention. For example, our attention when solving a mathematical problem or listening to a lecture is such an attention. The scope of attention is determined by the number of things that can fit into the attention in the shortest time (allegedly at once). The focus can be narrow or broad. It is considered a good quality only if it is combined with a clear perception of the breadth of the attention span. It is necessary for the teacher to have a wide range of attention, for example, during classroom activities, the teacher should keep an eye on all the students sitting in the classroom.

The power and stability of attention. The power and stability of attention is its especially important property. The power of attention can be different - it can be strong or weak. If the student's attention is distracted by various, even weak peripheral stimuli, such as a pencil falling, the whispers of friends at the next desk, conversations happening in the corridor, this is a sign of the student's weak attention. will give.

The weakest focus is usually called scattered, distracted focus, or direct distraction. Distractedness is the inability of a person to keep his attention on any particular task.

Attention can be stable and unstable to some extent. Attention that can be focused on one thing for a long time is called sustained attention. If attention is distracted by other things, unnecessary things, or quickly weakens and fades away during any activity, such attention is called unstable attention. For example, if a student listens to the teacher's explanations without being distracted by other things while paying attention to the course of the lesson, we say that the student's attention is sustained. Sometimes the student listens to the teacher's explanations first, but after 10-15 minutes he is busy with something else or gets lost in his thoughts about other things, or "can't hear" some moments of the student's explanations. If he says, "I'm stuck", or if he reads a book, and he says "I didn't pay attention" to some moments of its content, this type of attention is called unstable attention.

Interests and focus. A person's interests are of great importance in maintaining the concentration and stability of attention. Stability of involuntary attention mainly depends on a person's direct interest and passion for the same activity.

The strength and stability of voluntary attention mainly depends on instrumental interest, that is, interest in the goal of the activity, the result of the work. The process of voluntary attention itself can be unpleasant because it requires effort. Concentration and stability of attention during such work is maintained by realizing the achieved goal, necessity and importance of work results.

Summary:

In conclusion, we can say that in old age, attention becomes somewhat weaker and weaker. Researches of scientists show that the main reason for the occurrence of such a condition is aging and the influence of the environment. You can say that age has no effect. It's no secret that with age, all types of activity slow down in a person, and organisms are unable to fully perform their activities. The brain, which is considered as a human organism, shrinks after age, and because of this, disturbances occur in the human psyche and attention disturbances are not excluded by these factors. And the environment, social group, family, work activity are also factors influencing this.

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