

**CHILD'S GROWTH STAGES OF LEARNING  
IN THE ELEMENTARY STAGE (6-10 YEARS)**

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**ANNOTATION**

This article provides an in-depth analysis of the growth and development of learners in the elementary stage, typically between six and ten years of age. It examines the physical, cognitive, emotional, and social aspects of child development and their implications for effective teaching and learning. Drawing upon the foundational theories of Piaget, Vygotsky, Erikson, Bruner, and Dewey, the study discusses how developmental stages, motivation, and environmental factors shape children's learning processes. It emphasizes the importance of creating balanced classroom environments that combine structure, freedom, and creativity to foster curiosity, self-discipline, and cooperative behavior. Furthermore, the article highlights the role of experiential and learner-centered approaches, curriculum adaptation, and learning by doing in promoting meaningful and lasting understanding. Practical recommendations are provided for teachers to cultivate emotional intelligence, motivation, and lifelong learning attitudes among elementary pupils. Ultimately, the paper advocates for a holistic educational philosophy that views learning as an interactive and transformative process of personal and social growth.

**Keywords:** child development, elementary education, learning by doing, motivation, discipline, social growth, cognitive development, experiential learning, curriculum design.

**АННОТАЦИЯ:**

В статье представлен глубокий анализ роста и развития учащихся на этапе начального образования, обычно в возрасте от шести до десяти лет. Рассматриваются физические, когнитивные, эмоциональные и социальные аспекты развития ребёнка и их значение для эффективного обучения и преподавания. Основываясь на теоретических трудах Пиаже, Выготского, Эриксона, Брунера и Дьюи, исследование обсуждает, как этапы развития, мотивация и факторы окружающей среды влияют на процесс обучения детей.

Подчеркивается важность создания сбалансированной учебной среды, сочетающей структуру, свободу и креативность, что способствует развитию любознательности, самодисциплины и навыков сотрудничества. Кроме того, в статье выделяется роль опытного и личностно-ориентированного подходов, адаптации учебных программ и принципа «обучения через деятельность» в формировании глубокого и устойчивого понимания. Даны практические рекомендации для учителей по развитию эмоционального интеллекта, мотивации и стремления к обучению на протяжении всей жизни у младших школьников. В заключение подчеркивается необходимость целостной образовательной философии, рассматривающей обучение как активный и преобразующий процесс личностного и социального роста.

**Ключевые слова:** развитие ребёнка, начальное образование, обучение через деятельность, мотивация, дисциплина, социальное развитие, когнитивное развитие, опытное обучение, проектирование учебной программы.

#### **ANNOTATSIYA:**

Maqolada odatda olti yoshdan o'n yoshgacha bo'lgan boshlang'ich ta'lim bosqichidagi o'quvchilarning o'sish va rivojlanishi chuqur tahlil qilinadi. Unda bolalarning jismoniy, kognitiv, emotsional va ijtimoiy rivojlanish jihatlari hamda ularning samarali o'qitish va o'rganishdagi ahamiyati yoritiladi. Piaget, Vygotskiy, Erikson, Bruner va Dewey kabi olimlarning nazariyalariga asoslanib, tadqiqot bolalarning rivojlanish bosqichlari, motivatsiyasi va muhit omillari o'quv jarayoniga qanday ta'sir ko'rsatishini tahlil qiladi. Maqolada tuzilma, erkinlik va ijodkorlik uyg'unlashgan muvozanatli o'quv muhitini yaratish zarurligi ta'kidlanadi, bu esa qiziquvchanlik, o'zini boshqarish va hamkorlik ko'nikmalarini rivojlantirishga yordam beradi. Shuningdek, maqolada tajribaviy va o'quvchiga yo'naltirilgan yondashuvlarning, o'quv dasturini moslashtirish hamda "amaliy o'rganish" tamoyilining mazmunli va barqaror tushunchalarni shakllantirishdagi roli ko'rsatilgan. Boshlang'ich sinf o'qituvchilariga hissiy intellekt, motivatsiya va umr bo'yi o'rganish istagini rivojlantirish bo'yicha amaliy tavsiyalar beriladi. Yakunida maqola ta'limni shaxsiy va ijtimoiy o'sishning faol va o'zgaruvchan jarayoni sifatida talqin etuvchi yaxlit ta'lim falsafasini ilgari suradi.

**Kalit so'zlar:** bola rivojlanishi, boshlang'ich ta'lim, amaliy o'rganish, motivatsiya, intizom, ijtimoiy rivojlanish, kognitiv rivojlanish, tajribaviy ta'lim, o'quv dasturi loyihalash.

## INTRODUCTION

The elementary stage of education, generally encompassing children aged 6 to 10 years, represents a pivotal and dynamic period in human development. This stage is characterized by rapid and multifaceted growth that spans physical, cognitive, emotional, and social domains. Physically, children demonstrate remarkable levels of energy and enthusiasm, engaging in a wide range of activities that not only promote their motor skills but also contribute to their overall health and well-being. This is a time when children's bodies become stronger and more coordinated, enabling them to participate actively in both structured and unstructured play.

Cognitively, learners transition from preoperational to concrete operational stages, as defined by developmental theorists such as Jean Piaget. They begin to think more logically, understand cause and effect, and grasp complex concepts in a concrete manner. Language development accelerates significantly during this period; vocabulary expands, and children become more adept at using language to describe their experiences, express ideas, and engage in meaningful conversations. This linguistic growth supports their academic progress and social interactions.

Emotionally, children in this age group develop a greater awareness of their own feelings and those of others. They gain the ability to express emotions verbally rather than solely through actions, allowing for more nuanced communication and self-regulation. Socially, primary school learners start to form more stable friendships and group affiliations, which play an important role in shaping their social skills, self-esteem, and understanding of social norms such as cooperation, fairness, and empathy.

For educators and caregivers, gaining a thorough understanding of these developmental characteristics is essential for creating effective and supportive learning environments. Tailoring teaching methods to align with the evolving capacities and interests of children fosters not only academic success but also emotional resilience and social competence. This article aims to provide a comprehensive overview of the psychological and pedagogical characteristics of primary school learners in the elementary stage and offers practical applications for educators to enhance teaching strategies that promote active engagement, collaboration, and a lifelong love of learning.

In this stage of education the child is hyperactive. He spends a lot of time playing, running and doing other motional activities. He enthusiastically shifts from a certain activity to another without feeling tired. Boys' activities tend to be more violent than girls' activities, because boys usually depend on their muscles more than girls do. Girls tend to use simpler and safer toys and participate in less violent games.

**Physical Activity Growth:** In the elementary stage of education, children are naturally very active and eager to engage in various physical activities that support their overall growth and development. At this age, pupils exhibit improved motor coordination, agility, and stamina, which enable them to participate enthusiastically in both structured and unstructured play, often moving quickly from one activity to another without feeling tired. They develop significant gross motor skills such as running, jumping, throwing, and balancing, as well as fine motor skills like writing and manipulating small objects. These developments are accompanied by better hand-eye coordination and spatial awareness, essential for sports and everyday tasks. Boys and girls often display different tendencies in physical activity during this stage.

Boys typically engage in more vigorous and competitive activities relying heavily on muscular strength and large motor movements, such as rough-and-tumble play, competitive sports like soccer or basketball, and adventurous outdoor pursuits like tree climbing or cycling.

Girls, on the other hand, often prefer simpler and less aggressive games, including jump rope, hopscotch, dance, and cooperative play that emphasizes social interaction and creativity. Typical activities enjoyed by children include scouting, cycling, camping, and playground games such as tag, races, or using swings and climbing frames. For example, during recess, children may form teams for games of tag or organize impromptu races, which help develop physical fitness while fostering social skills. Scouting activities, like pitching tents or hiking, combine physical challenges with teamwork, while cycling helps improve balance and endurance. Camping encourages exploration and controlled risk-taking, promoting confidence and resilience. Recognizing these characteristics and differences allows educators and parents to provide a balanced range of physical activities that cater to diverse interests and abilities, ensuring that children have ample opportunities for active play and physical development during this important stage of growth.

**Linguistic Growth:** During the elementary stage, a child's mastery of vocabulary expands significantly, accompanied by increasing fluency in both spoken

and written language. Children become more aware of the proper use of expressions and begin to understand basic grammatical rules through daily practice and interaction with their environment. At this age, learners develop the ability to describe what they see and clearly express their ideas, feelings, and observations with greater confidence. Their reading interests diversify, often focusing on topics such as plants, animals, children from other cultures, agricultural crops, and various modes of transport like cars, trains, ships, and planes. Additionally, children show a strong preference for stories about travels, adventures, heroic acts, and journeys, which not only fuel their imagination but also expose them to new vocabulary and complex sentence structures. Through consistent reading and language use, they start to recognize logical relationships between words and phrases, differentiate between literal and figurative meanings, and grasp nuances in language. This growing linguistic awareness enhances their communication skills and supports academic learning, enabling children to participate more actively in classroom discussions, storytelling, and written expression. As they become increasingly curious about language, children enjoy experimenting with new words, forming compound sentences, and asking questions about grammar and meaning, which further solidifies their understanding and use of language in meaningful contexts.

**Emotional Growth:** At this stage of development, a child becomes increasingly capable of articulating his feelings using words rather than relying solely on physical expressions like crying or shouting. Emotional self-awareness begins to take shape, allowing the child to identify and name basic emotions such as happiness, sadness, anger, or fear. Because he enjoys a growing sense of personal freedom and autonomy, his emotional responses are often calm and pleasurable. He may express delight in small accomplishments, take pride in tasks completed independently, and show affection toward others.

However, emotional growth also brings new challenges. Frustrations emerge more clearly as the child encounters limitations—either from external sources such as classroom rules or internal ones like perceived inadequacy. For instance, a child might feel frustrated if he is unable to solve a math problem as quickly as his peers or if he is excluded from a group activity. Feelings of jealousy, rivalry, and insecurity can surface, especially in competitive environments. For example, a child might feel overlooked if a classmate consistently receives praise or wins classroom awards. These emotional experiences, while uncomfortable, are crucial for developing resilience and empathy.

Motivation at this age is highly influenced by emotional feedback. Positive reinforcement, such as verbal praise, gentle encouragement, or symbolic rewards (e.g. stickers, certificates), can significantly boost a child's intrinsic motivation to learn and engage. For example, a teacher's comment like "You did a great job explaining your answer!" can motivate the child to participate more actively in future discussions. Flattery and encouragement have a particularly strong impact, reinforcing self-esteem and a sense of competence.

Play remains a vital emotional outlet. Children often use imaginative games to express feelings they cannot yet verbalize. Games involving construction, such as assembling and disassembling blocks or model kits, allow for emotional regulation through focus and achievement. Additionally, group play helps children navigate complex social emotions such as cooperation, fairness, and empathy.

Humor becomes an important part of the child's emotional life. Children in this stage enjoy jokes, riddles, and humorous stories, and they often imitate adults or peers in playful, exaggerated ways. Laughter and mimicry serve as both bonding activities and emotional releases.

Reward and punishment continue to shape behavior, but it is important to note that **non-physical** forms of discipline are far more effective at this stage. Logical consequences and consistent boundaries help the child understand the emotional weight of his actions. For instance, if a child breaks a toy out of anger, a meaningful consequence would be helping to repair it or temporarily losing access to it—prompting reflection without shame.

Around age 10, children often develop emotional attachments to collections and possessions, such as stamps, leaves, or shells. These hobbies can reflect a desire for ownership, identity, and control in a world where many aspects are still governed by adults. Learning about and organizing these collections can also provide a sense of mastery and emotional satisfaction.

**Social Growth:** At the end of this stage, a child begins to seek belonging and companionship. He or she tends to join small groups where members share interests and enjoy playing together. Within these groups, children cooperate, share ideas, and take part in joint activities such as building games, drawing together, or organizing small performances. However, these gatherings are often short-lived, as children's

emotions and interests change quickly. Still, their tendency to group has great importance for emotional and social development.

During this period, many feelings emerge — joy when being accepted by peers, frustration when being ignored, and pride when leading others. For instance, a child who takes the lead in organizing a football match feels motivated and responsible, while another may feel upset if their ideas are not heard. Such experiences help children understand empathy, fairness, and teamwork. Teachers can use these emotions as learning tools, helping pupils express their feelings through storytelling, drawing, or group discussions.

Different tendencies become evident: leadership, cooperation, competition, jealousy, or the need for solitude. This is why primary schools should encourage social growth through structured group activities. Sport teams, scouts, drama clubs, and classroom projects are good examples. For instance, giving pupils a collective task such as creating a class newspaper or planting a school garden teaches them patience, mutual respect, and responsibility.

Teachers play a key role in guiding these experiences. By encouraging imitation, assimilation, and personification, they help children develop social habits such as justice, benevolence, perseverance, discipline, and equality. For example, teachers may assign a “friendship journal” exercise where each student writes about a moment when they helped a friend or solved a conflict peacefully. Such reflective tasks help students transform emotions into understanding and values.

Ultimately, social growth is not only about playing together — it is about learning to live together, understanding others’ feelings, and finding one’s place in a community.

## **SOME EDUCATIONAL APPLICATIONS**

**1. Discipline and Time Management** - One of the fundamental educational applications in early childhood and primary education is the development of discipline and effective time management. According to developmental psychologists such as Piaget (1972) and Erikson (1980), children at this stage begin to understand social order and personal responsibility. Consequently, they must be gradually accustomed to a structured daily routine that balances both learning and play. Such organization helps children manage their energy, reduce anxiety, and develop a sense of predictability and control in their school life.

Teachers have an essential role in cultivating this balance. Discipline in education should never be imposed through fear or punishment but rather developed through understanding, self-control, and positive reinforcement. As Vygotsky (1978) emphasized, social interaction is the foundation of learning; therefore, the classroom should be viewed as a social community where children learn not only academic knowledge but also moral and behavioural norms. For example, a teacher can organize short group activities with time limits to teach pupils how to cooperate while respecting schedules. Similarly, beginning the day with a brief planning exercise or ending it with a self-reflection session encourages learners to evaluate their performance and manage their time responsibly.

Moreover, creating an environment free from unnecessary restrictions while maintaining clear rules allows children to explore and express themselves confidently. This balance between freedom and discipline strengthens intrinsic motivation and builds the foundation for self-regulation, which becomes critical for later academic success. Educational theorists such as Dewey (1938) argue that genuine discipline arises not from external control but from internal motivation, as students learn to align personal goals with shared social values.

**2. Appropriate Curriculum and Teaching Methods** - A second major educational application is the adaptation of the curriculum and teaching methods to the learners' developmental level. Effective teaching must consider the individual differences among pupils in cognitive, emotional, and social growth. According to Bruner (1966), education should be structured so that any concept can be taught to any child at any stage, provided it is presented appropriately. Therefore, the content and methods used in this stage must suit pupils' comprehension abilities and learning styles.

The curriculum should be learner-centered, flexible, and directly connected to real-life experiences. Subjects of study should not overwhelm the child with abstract or complex material; instead, they should introduce new knowledge in simple, concrete, and engaging ways. Teachers can make lessons more meaningful through the use of visual aids, role-playing, games, and storytelling techniques. For instance, when teaching about plants, pupils might be encouraged to plant seeds and observe their growth daily. Such a practical task not only reinforces the theoretical content of science lessons but also fosters curiosity and responsibility.

Furthermore, teaching methods should promote active participation and emotional engagement. Research suggests that pupils are more likely to remember and understand information when they are emotionally involved in the learning process. Thus, methods like project-based learning, problem-solving activities, and experiential learning can help students connect theory with practice.

Encouraging reflective discussions or maintaining a learning diary can further strengthen pupils' critical thinking and metacognitive skills. Through these approaches, education becomes a process of discovery rather than passive memorization, allowing students to develop a long-lasting love for learning.

The teacher's attitude also plays a decisive role. When educators demonstrate enthusiasm, fairness, and encouragement, pupils feel valued and supported, which in turn increases their motivation and confidence. An empathetic and responsive teaching style helps students overcome frustration, particularly when facing academic challenges. Therefore, curriculum design and teaching methodology must aim to support both intellectual and emotional development.

**3. Learning by Doing and Cooperative Learning** -The third essential educational application is the principle of learning by doing, which emphasizes the integration of theory and practice. Rooted in the educational philosophy of John Dewey (1938), this approach argues that meaningful learning occurs when learners are actively engaged in constructing knowledge through experience. Children at this age learn best by experimenting, exploring, and physically interacting with their environment. Passive reception of information is less effective compared to participatory methods that allow learners to test, apply, and evaluate new ideas.

Practical experiences — such as art projects, simple experiments, or model building — help pupils internalize abstract concepts and strengthen their creative thinking. For example, while learning about environmental protection, pupils could organize a “Clean School Day” or create posters promoting recycling. These activities turn theoretical knowledge into socially valuable behaviour. Moreover, they nurture empathy, environmental awareness, and a sense of community responsibility.

Equally significant is the role of cooperation in learning. Vygotsky's theory of the Zone of Proximal Development (ZPD) highlights that children achieve more when they work together with peers or under the guidance of a more capable person. Group work, therefore, becomes an effective medium for both academic and social growth. Teachers can encourage pupils to collaborate on collective projects, such as preparing

a class magazine, organizing a science fair, or creating a short play. Such projects teach pupils leadership, communication, patience, and shared accountability.

Cooperative learning also contributes to emotional well-being. Pupils experience joy and pride when their collective efforts lead to success. According to Johnson and Johnson (1999), cooperative learning enhances motivation, empathy, and interpersonal relationships, as students learn to value the diversity of strengths and opinions within a group. Therefore, educational institutions should systematically integrate teamwork and project-based tasks into the curriculum to foster both academic achievement and social competence.

In summary, the educational applications discussed — discipline and time management, curriculum adaptation, and learning by doing — represent key foundations for fostering comprehensive child development. These applications not only promote intellectual growth but also nurture emotional intelligence, moral values, and social responsibility. Teachers play an indispensable role in translating these principles into daily practice by designing meaningful learning experiences that engage pupils cognitively, emotionally, and socially.

Ultimately, education at this stage should be viewed as a process of formation rather than information, where knowledge is not merely transmitted but lived and experienced. By applying these principles consistently, schools can create environments where children grow into disciplined, empathetic, and independent learners — capable of thinking critically, acting cooperatively, and contributing positively to their communities.

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