ORIGINAL ARTICLE

INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE

ISSN: 2692-515-x, Impact Factor: 9.23

American Academic publishers, volume 6, issue 01,2026

Journal: https://www.academicpublishers.org/journals/index.php/ijai

COGNITIVE AND COMMUNICATIVE DEVELOPMENT OF A PRESCHOOL CHILD IN A BILINGUAL EDUCATIONAL ENVIRONMENT

Sadikova Shoista Akbarovna
professor of UzNPU named after Nizami

The use of foreign and native languages as a means of communication and cognition affects the formation of a child's communicative and cognitive abilities, the formation of skills to enter into communication, establish contact, realize one's goals in contact (learn information, convey information), convey one's feelings, etc. It is at preschool age that the ability to use speech etiquette in communication is formed (correctly ask, convey your idea, support the conversation), thank, offer help.

The formation of a linguistic personality presupposes the mastering of a foreign language by a child at a productive level, when the child does not reproduce the memorized samples, but creates texts in another language just like he speaks in his native language. Such a level of language acquisition is possible only if speech activity is understood not only as a means of communication, but also as a psychophysiological process in unity with the cognitive and emotional components of this activity (A.A. Leontiev, I.M. Rumyantseva).

Jean Piaget in his studies noted that the quality of cognitive processes depends both on the child's abilities themselves and on his relationship with the environment.

It is proved that the intellect develops as a result of the activity of a participant in the process of cognition of the surrounding world. A child is by nature a scientist-researcher, experimenting to see what happens. On the basis of the experience gained, the child builds "theories", for J. Piaget - schemes about how the world works. Faced with new objects, the child adjusts and modifies existing schemas, expanding his understanding of the world (this process of schema Piaget called accommodation)[1]

Piaget's research is based on the question of the difference between children's thinking and adult thinking. The scientist found that the formation of the ability to think and reason in children occurs in stages and correlates with various stages of child growth and development.

According to the classification of J. Piaget, the age of 3-7 years corresponds to the preoperative stage. This is the stage when the child begins to use speech. J. Piaget notes that at this age the child develops symbolic thinking, which manifests itself in the ability to represent objects and their groups, and one object can represent (symbolize) another.

In early childhood, for example, perception is at the center of consciousness, in preschool childhood, the key mental function is memory, and in school thinking. These functions are dominant and determine all other mental processes. At the age of 2.5-6 years, the child gradually masters speech signs and meanings.

The speech was singled out by L.S. Vygotsky as the central cognitive aspect of development, in fact, the mastery of speech was considered by the scientist as the most important aspect of child development. Speech and language occupy a special place in the system of human cognitive functions.

Modern researchers of the phenomenon of speech development of a child and its influence on the development of the cognitive sphere note that the process of mastering speech by a child is permeated with “total analyticism”[2]. And the analytical processes of the verbal sphere are supplemented by processes of a synthesizing, unifying nature.

Speaking about the cognitive development of the child, L.S. Vygotsky noted that it is with the development of memory that the possibility of detachment from the current situation

ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 01,2026
Journal: https://www.academicpublishers.org/journals/index.php/ijai

appears, and visual-figurative thinking is formed. Memory begins to play a dominant role at preschool age. It is mainly involuntary in nature, but by the end of the preschool period, the child begins to develop voluntary, deliberate memorization and recall in connection with the development of the game and under the influence of an adult.

At preschool age, the development of figurative forms of cognition of the surrounding world (perception, figurative thinking, imagination) is of particular importance. Figurative thinking "allows you to operate with specific and generalized, schematized images. The ability to draw on such images is especially important. Thanks to their use, the child can solve generalized and abstract problems in a figurative way, including logical ones. At the same time, the image performs the function of a model that displays a wide variety of connections and relationships between any elements"[3]. Attention, thinking and memory acquire a mediated character and become higher mental functions.

"Imagination as the ability to see the whole before the parts develops in connection with speech throughout the entire preschool age [4]" V.V. Davydov wrote about the importance of imagination as a psychological basis for creativity, allowing the subject to acquire the ability to create something new through various fields of activity [5] It is the most important mental neoformation of preschool childhood, and its development is a key moment in the mental development of the child.

The cognitive development of a preschool child is closely related to ideas about readiness for schooling, one of the components of which is intellectual readiness. She suggests:

1. Orientation in the outside world, a stock of knowledge.
2. The level of development of visual-figurative thinking and perception.
3. The level of generalization is expressed in the ability to generalize and differentiate objects and phenomena.
4. Development of the speech sphere (and especially phonemic hearing).

Intensive development of the intellectual sphere of the child falls on 6-7 years. Changes in thinking are indicated by the transition from concrete-figurative to verbal-logical and reasoning thinking.

So, a child aged 3-6 years, when solving problems, relies on spontaneously formed ideas about the sensually perceived properties of things or on "everyday concepts" learned in communication with adults.

Significant changes are undergoing such cognitive processes as attention, perception, memory. The arbitrariness of these mental functions is formed. The child is able to direct and hold attention to objects that do not have features of interest and attractiveness. When performing a task, the child fixes the concentration and direction of attention, distribution and switching within the framework of successive educational actions during the execution of the tasks [6].

Such auxiliary research methods are used that involve the clarification of opinions, ideas, attitudes, etc. through interviews, questionnaires, conversations, testing. Analysis of the results of children's activities (drawings, design, application, literary and artistic creativity) is used to achieve various goals. So, many drawing techniques (image of a family, a person, a school, a friend, a tree, a house, a non-existent animal) are tools for diagnosing the development of the child's intellectual sphere, his emotional and personal characteristics.

Literature:

1. Piaget J. - Speech and thinking of the child. J. Piaget - Comp., new ed.per with fr. comment. V.A.Lukov. M: Pedagogy-Press, 1994-528.

ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 01,2026
Journal: https://www.academicpublishers.org/journals/index.php/ijai

2. Ushakova T.N. Speech and language in the context of problems of cognitive development. Cognitive research. Problem of Development.-M: Institute of Psychology RAS Publishing House, 200-.C-237-254.

3. Sadikova, S., & Azamatova, D. (2022). PEDAGOGICAL INNOVATION CLUSTER OF ACTIVITY OF CENTERS IN PRESCHOOL EDUCATION. *Science and Innovation*, *1*(7), 1138-1143.

4. Nasreddinova, K., & Sadikova, S. (2022). FEATURES OF THE DEVELOPMENT OF PRESCHOOL CHILDREN IN A BILINGUAL ENVIRONMENT. *Science and innovation*, *1*(B7), 1440-1444.

5. Sadikova, S. A., Yakubova, Z. Z., Kayumova, D. N., Khalilova, D. F., & Kamalova, G. A. (2023). Preparing Children for Social Activity in Preschool Educational Organizations-Pedagogical Need. *Journal of Advanced Zoology*, *44*, 1777-1784.

6. Sodiqova, S., & Yakubova, Z. (2022). O ‘QUV MASHG ‘ULOTLARINING TALABALARNI IJTIMOIY-PEDAGOGIK FAOLIYATGA TAYYORLASHDAGI O ‘RNI. *Science and innovation*, *1*(B7), 855-859.

7. Sadikova, S., & Sultanmuratova, Y. (2022). THE IMPORTANCE OF TEACHING STREET SAFETY TO CHILDREN IN PRESCHOOL EDUCATIONAL INSTUTIONS. *Science and innovation*, *1*(B7), 1519-1521.

8. Sadikova, S., & Abdusabirova, L. (2022). MAKTABGACHA TA’LIM TASHKILOTLARIDA TASVIRIY FAOLIYAT TURLARI VA MAZMUNI. *Science and innovation*, *1*(B8), 760-764.

9. Sadikova, S., & Azamatova, D. (2022). MAKTABGACHA TALIMDA MARKAZLAR FAOLIYATINING PEDAGOGIK INNOVATSION KLASTERI. *Science and innovation*, *1*(B7), 1138-1143.