



PEDAGOGICAL AND PSYCHOLOGICAL WAYS OF DEVELOPING THE COGNITIVE ACTIVITY OF PRESCHOOL CHILDREN

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Abstract: This article analyzes the pedagogical and psychological ways of developing the cognitive activity of preschool children. Game activities, interactive methods, the use of modern technologies and problem-based educational approaches are of great importance in increasing the cognitive activity of children. In the study, the individual approach to children's cognitive development and effective methods of forming their creative abilities were considered. The role of motivation and creative tasks in activating children's cognitive processes is also studied. These approaches are aimed at increasing efficiency in the educational process and serve to form children's independent learning and cognitive abilities.

Key words: preschool age, cognitive activity, pedagogical methods, psychological approach, game activity, interactive education, problem-based education, motivation, creative abilities.

The development of the cognitive sphere of children helps to develop the cognitive activity of preschool children. The problem of comprehensive education of preschool children has acquired a historical character, and in this regard the scientific literature on education created by thinkers such as Abu Nasr Farabi, Abu Ali Ibn Sina, A. Navai is important.

Social-pedagogical, anthropological, by B. Adizov, P. Jorayev, S. Goziyev, O. Jamoldinova, M. Inomova, O. Musurmonova, M. Kuronov, Z. Ismailova, U. Mahkamov, in order to provide comprehensive education to the young generation. , and acmeological issues are studied at the scientific level. Psychologists M. Davletshen, B. Karimova, Z. Nishonova, N. Safaev, E. Goziyev studied the psychological aspects of the problem.

Today, the interest and attention to increase the effectiveness of education using innovative pedagogical and information technologies in the educational process is growing day by day. When modern technologies are used, it is aimed at pedagogues to find the acquired knowledge by themselves, study and analyze it independently, and even draw their own conclusions. In this process, the pedagogue creates the conditions for the development, formation, learning and education of the individual and the team.

At the same time, he acts as a manager and guide. In order to solve the problems faced by the educational system in the current innovative processes, they become independent and free-thinking individuals who are able to absorb new information and evaluate their acquired knowledge by themselves, take the necessary decisions. That is why the quality organization of the educational process in preschool educational organizations is becoming the main task of today. M.R. Khalilov conducted scientific research work on the pedagogical foundations of the formation of ecological concepts for children of the age of a large group in preschool educational institutions. P. Yusupova, R.M. Kadirova, D. Abdurahimova, Kh.B. Tulenova, D.R. Boboeva, V.I. Loginova, P.R. Samorukova, V.I. Yadeshko, F.A. Sokhina, G.Kh. Jumasheva, K.I. Kasimova, M.Sh. Rasulova, M.A. Solihova, K.S. Shodieva, Sh.A. Sadiqova analyzed the content of activities of preschool educational organizations, moral, physical and psychological upbringing of preschool children, formation of communication culture and speech skills, and problems of preparing children for school education. G.Ye.Dzhanpisova and A.Khayitov prepared developments related to the use of computer

programs in preschool education.

In the scientific research conducted until today, the main works for the comprehensive development of the preschool child have been carried out. Cognitive activity in preschool children is characterized by the active transformation role of the child as the subject of this activity.

The main principles of creating a successful environment for the cognitive development of preschool children are the child's awareness and activity in acquiring the necessary knowledge. The structure of cognitive activity should be built taking into account these principles. An integral part of the cognitive activity of preschool children is cognitive interest. Such interest is focused on the material, is associated with positive impressions and causes children's activity.

The full cognitive development of a preschool child is based on the organization of the child's independent or joint activities. The development of cognitive processes at age stages is characterized by specific features. Mental cognitive processes of preschool age are characterized by arbitrariness. Children learn about themselves and the world around them, absorb information purposefully, can turn to analysis and generalization.

Cognitive activity in the process of formation determines the level of the child's future development. The more attention is paid to the preschool stage, the easier it is for children in school life. During this period, the child undergoes intensive development and improvement of musculoskeletal and cardiovascular systems, development of small muscles, development and differentiation of some parts of the central nervous system.

The weight of the child is about 200 g per month, and the height increases by 0.5 cm, the body proportions begin to change. The average height of 7-year-old children is 113-122 cm, and the average weight is 21-25 kg. Brain areas are formed almost like those of adults. The areas of movement are well developed. The bones continue to strengthen, but the curvature of the spine is not yet stable. The development of gross and especially fine motor skills continues. The coordination of the muscles of the paws is intensively developed. General physical development is related to the development of fine motor skills of the child. Finger training is considered to be a means of increasing intelligence in a child, developing speech and preparing for writing. At this age, a number of psychological changes occur in a child.

A distinctive feature of this age stage is the active development of cognitive and intellectual mental processes. The child performs voluntary actions such as watching, looking. At this age, sensory standards - shape, color, size - are fully mastered. Spatial awareness continues to develop. The child begins to perform actions with concepts such as down, up, to the other side. Also, now the right and left sides should be clearly formed. However, children of this age can make mistakes when it is necessary to take into account different signs at the same time.

Attention. Voluntary attention begins to develop in the child by the preschool age. A child can consciously direct and concentrate his attention on certain subjects and objects. Increased stability of attention - 20-25 minutes, the volume of attention covers 7-8 subjects. The child can see bilateral images.

A memory. By the end of preschool age, voluntary forms of mental activity appear in the child. He can now look at objects, perform goal-directed observation, voluntary attention appears, and as a result, elements of voluntary memory begin to form. Voluntary memory is manifested when the child independently determines the goal - in cases of remembering and remembering.

It is necessary to stimulate the child's desire to remember in every possible way, because it is the key to the successful development not only of memory, but also of other abilities related to knowledge - perception, attention, thinking, imagination. The emergence of voluntary memory contributes to the development of mediated memory - the most productive form of recall. The first steps on this path are determined by the peculiarities of the material to be remembered - brightness, popularity, unusualness, visuality and others. During this period, preschool children can be purposefully taught the methods of classification and grouping for the purposes of remembering.

Thinking. As before, visual-visual thinking is the leader, but by the end of preschool age, verbal-logical thinking begins to form. It envisages the development of the ability to use words and understand the logic of opinions. Here, of course, the help of adults is considered necessary, because it is known that there is illogicality of children's opinions, for example, when comparing the size or number of objects. The development of concepts begins in preschool age. Verbal-logical, conceptual or abstract thinking is fully

formed by adolescence. A child of senior preschool age will be able to determine cause-and-effect relationships and find solutions to problematic situations. Imagination. This period of a child's life is characterized by a unique activity of imagination. At first, it will be only creative imagination, that is, it will be in a way that allows you to imagine some fairy-tale images, and then it will turn into a creative imagination capable of creating completely new images. This is very important for the development of fantasy in a child.

Speech. Grammar and vocabulary continue to develop, speech becomes more fluent. Vocabulary increases, children begin to use generalizing nouns, synonyms, antonyms and adjectives. If you read and communicate with the child a lot, then even by this age, monologic speech (explanatory and interpretive, narrative speech) and the ability to participate in communication will be well formed. Written speech begins to form. Vocabulary increases to about 3,000 words.

Personality development. The main change in the mind of a preschool child is the emergence of an "internal plan of actions", which helps the child to create various ideas not only visually, but also consciously. The understanding of the image of "I" in the child's self-awareness determines the reflexive ability, that is, the ability to analyze, answer for the goals and results of one's actions, including the understanding of one's own experiences and emotions. It is this renewal that is the basis of the child's intellectual development. Subjugation of motives is the most important new product of the development of a 6-7-year-old child in the mental and personal spheres. The realization of the motives "I must do", "I can" begins to prevail over the motive "I want".

Realization of one's own "I" and the emergence of inner feelings on this basis by the end of school age create new needs. As a result, the game, which is considered the leading type of activity during the entire preschool age, can no longer fully satisfy the needs of the child. The child now has a desire to go beyond his childish life, to take his place in socially important activities, that is, the child tries to take a new social feeling - "the place of a school student", which It is considered the most important result and uniqueness in the personal and mental development of 6-7-year-old children. At the age of 6-7, the child begins to understand himself not only within the boundaries of practical actions created by him, but also to be able to understand and analyze his relationship with the environment and his place among other people (this is typical for this age). in the form that it is) becomes possible: understanding oneself as a subject in the system of social relations - awareness of one's social "I" appears. Self-esteem A child of this age, as a rule, has a tendency to see himself. In this case, the child is very dependent on external evaluation, because he will not have the opportunity to form an objective opinion about himself, he will build his image based on the evaluations heard on his behalf by peers and adults.

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