

PROSPECTS FOR THE DEVELOPMENT OF INTELLECTUAL ABILITIES OF PRESCHOOL CHILDREN

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ABSTRACT

There are various controversial opinions in history and today regarding the development of intellectual abilities of preschool children, and these opinions have been preserved for years in research in various sources, in the scientific works of representatives of advanced pedagogy and psychology. This article highlights the current issues of developing and improving the intellectual abilities of preschoolers.

KEYWORDS: *Children of preschool age, educational process, intellectual ability, educator-pedagogue, training.*

Introduction

Particular attention is paid to the fundamental reform of the education system in our country, to the acquisition of modern knowledge and skills at the level of world standards, to growing up as physically and mentally mature people, to timely identification of the talents and abilities of young people, and their ability and Great work has been done to reveal his talent and intellectual potential is increasing. The main principles of pre-school education and upbringing are the need to pay attention to the creative and intellectual development of children earlier, that is, from the time when they are forming as individuals, and for this, all the necessary investments aimed at strengthening the documents related to separation. "Before school The adoption of the Law of the Republic of Uzbekistan "On Education and Training" also shows how important this issue is in society.

Improvement of the educational process should be carried out on the basis of assessment of children's level of development and their readiness for general primary education, as well as their social, personal, emotional, speech, physical and creative development. Special attention should be paid to the formation of children's love for the homeland, respect for the family, national, historical and cultural values of their people, and a careful attitude towards the environment [1].

Studying the intellectual abilities of humanity is not only one of the important tasks facing science today, but this topic has been the focus of attention of thinkers and enlightened scientists since ancient times. Among the ancient Greek philosophers, Plato and Aristotle emphasized that human intellectual ability is the best way to know the universe and existence.

By the Middle Ages, the meaning and essence of the concept of "intellect" expanded further, based on the products of science, and was enriched with new terms.

In explaining the essence and development of the intellect, views with different characteristics have been put forward since ancient times. Among scientists, there were two different views on the explanation and interpretation of the nature of intelligence:

1. According to the representatives of the first group, intellectual characteristics are given to people by their parents.

Explained intelligence by relating the child's perception to external stimuli.

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Until now, a number of practical works are being carried out to study the mental development of a person, which cannot be delayed at any time. The problem of intelligence is becoming one of the most studied subjects in the psychology of our country, as well as in foreign psychology. Although there are different approaches to the interpretation of the essence of intelligence in the psychology of our country and abroad, but the common goal is the same, and that is to reveal the intellectual development of a person and the uniqueness of his characteristics.

Analysis of literature on the topic. R.Sternberg conducted a study to explain what kind of idea ordinary people have about intelligence, and as a result, he showed that people include the following in the concept of general intelligence:

1. Ability to solve practical problems. A person thinks logically, sees all aspects of a problem; can come to the right solution, refer to original sources of necessary information; will hear all the arguments.

2. Verbal ability. Speaks clearly and fluently; good understanding of what he has read; vocabulary is strong and good; does not encounter myammos in written speech; easy and sincere dealings with people and so on.

3. Social competence. Treat other people as they are accepts; is not late for meetings; can come to correct conclusions and decisions; can sense the wishes and needs of others; curious etc [2].

It is known that intelligence and intuition are interrelated, and children get to know the surrounding events, objects and objects by feeling. He is interested in their features and functions. Therefore, at this age, it is necessary to rely on more visual and practical methods.

According to the famous Russian psychologist D.B.Bogoyavlenskaya, intellectual initiative, the birth of new ideas is a measure and criterion of intellectual activity. According to his theory, there are 3 levels of intellectual activity:

1. Reproductive. The upper limit is interest, the lower limit is the testee's laziness in relation to the task. There are almost no general conclusions that can be drawn from the limits of the style of mastered cases.

2. Heuristic. There is a desire to improve the activity, there is a tendency to search and find new solutions.

3. Creativity. This is a high level of intellectual activity, with the help of which the initiative in setting up a task, general theoretical conclusions, interrelationships, cause and effect are determined.

Analytical approach to the problem of the development of intelligence is clearly visible in the researches of A.V.Zaporozhets. The author distinguishes the process of development of a child's intellect by functional and age periods. The process of functional development is expressed in the enrichment of the content of the child's thinking. In other words, new actions mastered by a person develop and become mental actions. The new form of intellectual activity that appears in the child ensures the qualitative development of the child's thinking in terms of age.

A.V.Zaporojets shows the forms of intellectual activity in 2 genetic traces, such as foreign scientists A.Vallon and J.Piaget:

1. Exhibition action thinking

2. Expository figurative thinking

A.V.Zaporojets later agrees to include the third form as well, that is, verbal-logical thinking.

According to him, the emergence of visual movement thinking in a child is a sign of working with universal objects, and the emergence of visual image thinking is a sign of working with images

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and imagination, as well as the birth of word-logic thinking. and leads to action with concepts. According to A.V.Zaporjets, there is a very close relationship between the functional and age-related development of intelligence, and they are mutually compatible.

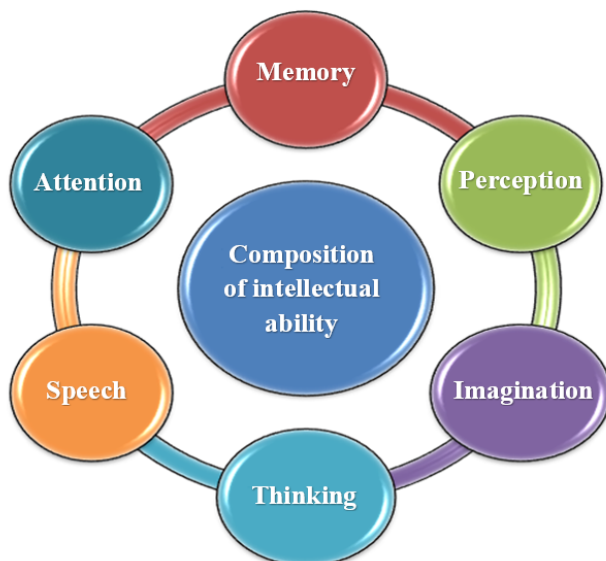
In the pre-school education system, the scientists of our country are responsible for the intellectual and creative development of pre-school children, teaching them to think independently, freedom of thought, researching the theoretical and methodological aspects of the pedagogical and psychological characteristics specific to their age, and developing and implementing innovative methods in this regard. Research work is being carried out.

others, B.R.Qodirov, A.F.Azimova have developed a methodology for determining the intellectual ability and talent of the young generation [3].

And G.Dzhanreisova developed the methodical basis of forming elementary geometric concepts in children of preschool age [4]. Children's mental and creative thinking is strengthened by developing elementary mathematical knowledge. They make various items and objects from geometric shapes, and of course both intellectual and creative activities are carried out in this process.

The psychologist scientist K.Kadirov scientifically substantiates the fact that the level of psychological readiness for education at school today consists of the unity of the level of maturity from the point of view of a person and intellectually and socially. Maturity from the point of view of a person means, in general, the internal relations of a child to school life, that is, to educational activities, to the teacher and to himself in connection with the transition to a new social stage [5]. Based on the scientist's ideas, it can be concluded that for the effective implementation of school education, the child must have emotional stability.

Research methodology . The development of intellectual skills in preschool children is manifested in training and educational processes. Helping children to reveal their inner potential is one of the most important goals of education. Quality education is a factor in the formation of intelligence in children. In the intellectual development of preschool children, it is necessary to properly organize educational activities and pay attention to the satisfaction of their personal needs. Preschool education creates a base for intellectual development in children. When children think creatively and independently, can critically evaluate their own behavior, have the competence to compare and contrast, it is possible to achieve the formation of intellectual understanding skills in them. Intellectual ability is the ability to perform not only one activity, but several types of activities.



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Figure 1: Composition of intellectual ability

Memory is the mental process of remembering perceived objects and events or past experiences and retrieving them when necessary. It is the nervous system. One of its characteristics is long-term storage of information about the events of the external world and reactions of the organism, and it is manifested in the ability to repeat it in the activity of consciousness and behavior.

Perception is such a form of our knowledge that it ensures that we reflect the object we need at the same time with its properties and characteristics among the many diverse objects and phenomena in existence. That is, perception is based on a unified image of things and events, which is different from others.

Imagination is the immersion into the inner world of a person and the creation of images, pictures and ideas there. If perception creates images of things and events that are directly visible to us in the external world, imagination builds images of missing things and events based on existing images and ideas. With the help of imagination, a person can fly to other worlds, return to the past or be transferred to the future.

Thinking – a person the highest form of mental activity, the process of reflecting objective reality in the mind. Thinking is a tool for knowing the environment, social phenomena, reality, and also the main condition for human activity.

Speech – of the tongue its use in the processes of expression and exchange of ideas, language as a special type of social activity, a distinct way of living. Speech refers to the processes of its oral (vocal) and written manifestation, that is, the process of speaking and its result (speech ideas, works, stored in memory or recorded in writing).

We say that attention is concentrated on one point and focused on 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.

The development of all this is the task of educators-pedagogues of preschool education organization.

It is known from the practice of preschool education that when children are asked questions or difficult tasks are discussed, they have an independent thinking process. The advantage of studying the characteristics and functions of objects, objects and events is that children approach them from different angles. Naturally, how are the skills of intellectual understanding developed in children of preschool age? a question may arise. It is carried out by teachers-pedagogues by conducting exercises, didactic and intellectual games, clubs and various competitions (drawing, making things from discarded and natural materials). The success of the formation of intellectual comprehension skills in preschool children depends on the individual approach of the teacher and the students during the training period, the pedagogical skill and perseverance of the teacher. It allows the educator to create sparks of knowledge in children, to make them interested in the educational process, and to increase the level of knowledge through the systematic organization of cognitive activities. Every child has its own abilities and talents. Children are naturally curious. Necessary conditions and situations should be created by adults for them to show their natural and inner potential. In this case, educators-pedagogues should use various effective methods, game technologies aimed at increasing children's activity, educational tasks aimed at developing thinking. Children should be taught to stimulate their thinking, to be inquisitive, to discuss, to look at things from different angles, and not to memorize information, but to learn by thinking. Children's independent conclusions on the subject, finding unique solutions and creative approaches create a feeling of satisfaction with education. It is

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based on the fact that intellectual skills are not formed without problem-based education by most scientists.

Analysis and results: The Myanmar educational method has a positive effect on the intellectual development of preschool children. It is desirable that the educational tasks given to children should be of a problematic nature and be implemented in the form of a game. When the teacher-pedagogue plans the lesson, it is necessary to take into account that children will have the opportunity to perform similar intellectual actions based on new information. Regularly completing problem tasks expands the database for new knowledge. Skills of intellectual understanding begin to form in trainings organized in this way. One of the requirements of the didactic principle of developmental educational technologies, the purpose of training is determined in the form of developmental tasks, in which attention is paid to the formation of intellectual skills. Completing developmental tasks gives children a sense of achievement and self-satisfaction. Or this concept can be called - feelings of mental joy. Developmental educational technology can be used in various processes of educational activity. However, assignments should be aimed at helping students to understand the information on the subject and to put it into practice. This technology is effective not only in children with high intellectual potential, but also in children with average intelligence. Tasks that develop creative and logical thinking help creative imagination. For this, it is necessary for educators to use different game methods in training sessions. Games should be educational or cognitive. The goal of the game should be aimed at expanding children's thinking and forming their worldviews, increasing their interest in learning. In this case, first of all, it is desirable that the games have an intellectual character. Intelligence games, puzzles, riddles, mosaics, lego and dominoes can be included among intellectual games aimed at increasing children's activity. By solving puzzles, children develop creative thinking. In the process of finding nature story riddles, children understand the interconnectedness and laws of nature. Observation is also considered an effective method of teaching, in the process of observation, children develop vision, perception and understanding, and understand natural phenomena. The use of multimedia tools in preschool education is also an active form of teaching. Children see and absorb information easily. The video that the children see on the screen ensures that they remain focused until the end of the lesson. The use of multimedia tools in training will make the training more interesting. The process of seeing, hearing, perception, and imagination develops in children. Multimedia helps children to thoroughly master the studied material, not to get tired and stressed during the educational process. Presentations ensure efficient use of time and quality training.

In history and today, there are different opinions on the development of intellectual and creative abilities of preschool children, these views have been formed over the years in research, scientific works of representatives of advanced pedagogy and psychology, but the intellectual abilities of preschool children are developed through digital technologies. Although the problem of development has a scientific, theoretical-methodological basis in pedagogy, scientific research on the solution of this problem continues.

It is known that the use of advanced and modern methods and the application of new information and pedagogical technologies are important for the development of intellectual abilities. It is worth noting that digital technology is a product of a certain purpose-oriented form, method and means of education.

Conclusions. Observations show that, in most cases, the tutor works only by himself during the training, and the trainees remain observers. This form of education does not develop the intellectual thinking of preschool children, does not increase their activity, and suppresses creative activity in the educational process.

The main goal of pedagogical technologies in education is to bring the student to the center of the training process in the training system, to move students away from simply memorizing and

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automatically repeating the lessons, to develop their independent and creative activities, and to turn them into active participants of the lessons. Only then, students will have their own opinion on important life achievements and achievements, practical implementation of the trainings, and will be able to justify their point of view.

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