

OPPORTUNITIES TO DEVELOP COGNITIVE ABILITIES OF PRE-SCHOOL CHILDREN

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Abstract

A control test is conducted to assess the level of development of mental processes. Then the previous plan will be repeated, but now it is necessary to give exercises that develop another group of motor houses, for example, quickness and attention, quickness and thinking, quickness and perception, quickness and imagination.

Introduction

The environment in which a child lives is not an unchangeable thing, as pedagogues claim, but it changes as a result of the active activities of those people. The mind of every person and child grows under the influence of a changing environment. But the environment can be favorable or unfavorable for the child's growth. A favorable environment increases a person's "sleepy" abilities. In an unfavorable social environment, innate abilities remain "dormant". Such an environment destroys even accidental talents and abilities.

This kind of curiosity found in children of preschool age indicates the emergence of intellectual interests in them. Social, intellectual and moral needs begin to be clearly seen in children of preschool age. They have a need to interact with adults and peers who are close to them. They can't satisfy their needs with relationships within a narrow family, and they begin to strive for wider relationships. As a result, the spheres of social relations and activities of children of this age will expand more and more.

Another strong desire characteristic of children of preschool age is the desire to learn everything. As the scope of the child's activities expands, his needs to know the things around him will always increase. The reason for this is the lack of life experience in the child. Everything seems new to the child, and the child seeks to learn it in every way.

As a result of repeating various habits in daily life, they become deeply absorbed in our body and become addictions. Therefore, when we mean educating positive and useful needs in children, we mean forming positive and useful habits in them. Strong positive habits (needs) formed during preschool age remain throughout a person's life. In children, interest, like need, is one of the factors that motivates (moves) a child to some activity. By curiosity, we mean a special desire to know things and events in reality in some depth. Therefore, the process of learning curiosity is a complex quality of each individual.

The individual is the force that moves the society. After all, the internal potential, ability, and activity of a person determine the basis of social, economic, and cultural processes in

society. Therefore, in the history of personal development, special attention has been paid to the comprehensive formation of a person, the realization of his inner potential, and the development of his abilities.

Consequently, these qualities allowed a person to become physically healthy, mentally mature, emotionally developed and strong-willed. Only a person who is able to develop harmoniously in all aspects will constantly develop himself, and will also contribute to the promising development of society.

It is important to analyze the effectiveness of special methods for developing children's abilities. It was considered appropriate to conduct the research in this order.

After all, ability is important in preparing a person for social life and directing him to an effective profession. According to S. L. Rubinstein's approach, "personal ability - other conditions that are formed under external influences - internal conditions that ensure the development of a person, as well as in the process of ensuring mutual harmony with the outside world."

Analyzing the problem of ability, A.L. Gotsdiner interprets ability as "one of the forms of self-control of a person." According to the author's recognition, the individual adjusts his innate characteristics in the form of abilities to the demands of the external world and activities. The long-term interaction of external influences with internal innate characteristics and adaptation processes ensures the stabilization of the functional psychophysiological system and the development of an individual activity style. Ability is formed as a result of mutual integration of intellectual, emotional, mnemonic, coordination-management processes. At the same time, it should be mentioned that not only individual-psychological uniqueness, but also physiological activity and genetic inheritance are noticeable on the basis of ability.

In any case, the ability of a person does not materialize by itself. From this point of view, it is necessary to organize activities of systematic and large-scale implementation of the development in accordance with the direction of the educational process, to find the acceptable aspects of the necessary conditions in order to have a clear view. Therefore, lack of organization of interpersonal communication, lack of organization of activity by an individual in different directions is considered the main obstacle for the formation, development and manifestation of abilities. The more stable, active, intense the process of communication and activity is, the more consistent and rapid development of abilities is noticeable.

It is necessary to take into account one important aspect of personal ability and its development, the type of ability.

General abilities are favorable internal factors that allow the development of a person's mental identity, which are equally important for many types of activities, including the general level of intellectual development, intelligence, memory, volitional qualities, error-free speech, diligence, etc. enters.

Special (or professional) abilities are internal factors that allow the development of a person's mental identity, necessary for a certain type of activity: music, mathematics, linguistics, sports, etc.

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