MAKTABGACHA KATTA YOSHDAGI BOLALARNING KOGNITIV QOBILIYATINI RIVOJLANTIRISH JARAYONI

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Annotatsiya. Ushbu maqolada maktabgacha katta yoshdagi bolalarning kognitiv qobiliyatlarini rivojlantirish jarayoni, uning xususiyatlari, metodlari keltirilgan.

Kalit so‘zlar Kognitiv qobiliyat, aqliy rivojlanish, fikr tarbiyasi, metakognitiv bilim, metakognitiv ko‘nikma, intelektual qobiliyat.

ПРОЦЕСС РАЗВИТИЯ КОГНИТИВНЫХ СПОСОБНОСТЕЙ ДЕТЕЙ СТАРШЕГО ДОШКОЛЬНОГО ВОЗРАСТА

Аннотация. В данной статье представлен процесс развития когнитивных способностей детей старшего дошкольного возраста, его особенности, методы и результаты.

Ключевые слова: Когнитивные способности, умственное развитие, воспитание мышления, метакогнитивные знания, метакогнитивные навыки, интеллектуальные способности.

THE PROCESS OF DEVELOPING COGNITIVE ABILITIES OF OLDER PRESCHOOL CHILDREN

Annotation. This article presents the process of developing cognitive abilities of older preschool children, its features, methods and results.

Keywords: Cognitive abilities, mental development, thought education, metacognitive knowledge, metacognitive skills, intellectual abilities.

Introduction. Developing every one in person certain at the level intellectual of potential to the surface release important. Especially preschool of age in children mental activity in the process person as shaping for wide opportunities there is. Preschool of age children's the world to know was interest very strong, they always thinks, ponders, feels. Preschool of age children's education in the process of getting, work in the activity and daily decisions acceptance in doing cognitive of ability place incomparable. Cognitive abilities active knowledge in the activity develops and improves. Preschool big of age children's cognitive abilities development in the child idea intelligence, curiosity, intelligence, observation, independence, memory, attention, logic thinking This skills creative activity by means of development

effective the results gives. Preschool big of age children's creative in their activities different directions there are, of these all children's personal and mental in development important role plays. Cognitive ability children's main activity that child intellectual development, its around world about knowledge clarification for important importance has. Preschool big of age in children cognitive ability different roads with development possible, creative activity by means of development more efficient "Abilities" knowledge, skill and only from skills consists of it's not although they based on appearance become developed although the children abilities in determining any something slow knowing, then of ability without considering it as not being there, very caution to be and politeness with work vision need. Such mistakes sometimes any reason with at school good uneducated future large to scientists relatively even way "[1]

Literature analysis. Enlightenment The writer Abdullah Avloni education in the field views Uzbek of the people mentality, lifestyle, national values with closely Abdullah Avloniyni's " Turkish " flower garden or " Ethics " Chapter 3 idea upbringing about goes. In particular thinker's " Thought " upbringing the most necessary, many from the times since fate done teachers who came to your attention relying on their conscience loaded holy one is a task. Thought human generosity, zeal to be reason It will be. This is education. teachers to the aid of after degree It is necessary that the thought strength, beauty, breadth teacher's to education It is related to "[2] It is known that preschool at the age of cognitive 70% of abilities are formed, (especiallyat the age of 5-6) in children) therefore for this in the period the child support support future temporary Karshiyeva 's " Cognitive in the textbook "Psychology" cognitive to ability the following entered . Know processes - perception, thinking , attention and memory.[3] This processes preschool big of age in children development necessary , but educator this concepts complete not understanding in children this of ability slow to develop reason Jean Piaget (a Swiss psychologist and biologist) conducted extensive research in the field of child development, dividing childhood into stages, which he called developmental stages. Piaget's theory proposes dividing a child's cognitive development process into stages depending on their age. Developmental stages, according to Piaget's theory, are a set of facts related to the process of human development that occurs in a short period of time. For example, the type of language used by children can vary up to a certain age (bumbling, invented words, pseudowords, they can refer to themselves and speak in the third person ...). Also the type of thinking (egocentric thinking, in which everything revolves around what the child sees or thinks) or physical abilities (use of reflexes, learning to crawl, then walk, run ...). All these manifestations of cognitive development occur continuously and gradually in Piaget's stages, taking into account approximately age.[4]

Research methodology. Innovative methods should be used to develop the cognitive abilities of older preschool children. Such methods at the bottom in children attention, memory, thinking development basics lies down . Developed countries using coming metacognitive (self- This approach is" How are the children? " to study to study help "Learning gives. " " learning " program: 5-6 year olds in France children on held research this showed that metacognitive (self- thinking processes

understanding) interventions children, especially arithmetic in the field of , study ability noticeable at the level This method increases three to the base relies on:

- Metacognitive Knowledge: Children brain how performance about For example , rope using neurons network build through brain how to learn they understand .
- Metacognitive Skills: Children planning, monitoring and self assessment strategies For example, detective and magnifying glass mirror official them of the process efficiency about to think then , from the stairs outgoing children official in learning how steps with forward to shift to understand help gives.
- Metacognitive Comment: Children to themselves independent study for questions to give learn: " This of activity purpose "What is this problem?" solution to do the most good strategy which one ?", " How? " as next trip better do " Can I get it?""[5] Preschool of age in children of interests formation analysis to do based on the child childhood different in stages vital tasks solution to reach capable, creative, enterprising and independent upbringing opportunity gives.

Preschool of age for children (3-7 years old) cognitive development important importance has. This in stages children perception, thought, memory, attention and speech abilities they shape. Game technologies using development -b issues by nature game through they learn, games their attention concentration, problems solution to do and logical thinking abilities to develop help gives.

4. Didactic games are special teacher by prepared games and the child's knowledge to strengthen service For example, colors to differentiate, shapes recognizing to get, numbers sort such as games.
5. Rolly games – children different to roles enter, vital situations For example, "Doctor" and patient", "Shopkeeper and" buyer "like games through communication abilities and logical thinking is formed.
6. Mobile games are games thought and physical the movement combines, for example, "Who is faster? " " Where will you find it?", " Where lives? games.

Results and their analysis. Preschool age is imagination intensity with development, thinking figurative shapes, curiosity, active orientation and cognitive processes – childhood during taken knowledge, skills, experience and all personal features to the child surroundings world understanding opportunity presented this is features intensity with developed goes. To school f age in children figurative to art of interests formation psychological features learn standing, this in the field our educators in front of standing vital from tasks one the child understanding and his/her cognitive abilities from development consists of. Preschool of age children cognitive of ability developed the environment active to study movement to do through to know possible. Preschool education in organizations take visited experiments this shows that cognitive development main features child's intellectual potential increasing main tool That's it. Preschool big group children's young features attention, memory, thought intensity with develops. As a result in the child cognitive skills is formed. Trainings in the process child's interests if satisfied his/her to know processes, capabilities improving goes.

Figure 1. Cognitive development main Features.

Preschool big of age children's cognitive abilities develop education important direction is considered. Play, observation, experience and didactic training through children's thinking, memory and imagination abilities effective develops. 5-6 years old children's mental abilities in development modern and innovative approaches important importance profession is doing.

Conclusion. Preschool education in organizations big of age children creative activity with during the day is engaged, however, in creative activity with to engage in on time cognitive abilities develops in children thinking efficiency and speed increases. Preschool big of age children's cognitive ability creative activity by means of development methodology working exit preschool in education not only pedagogical the process to improve maybe society future intellectual potential ability the owners to educate ground creates. Modern education in the process creative activity children's cognitive, emotional and social abilities complex development important tool "In children intellectual development wonderful at a pace happened The brain is the lifeblood of a child. initial five in the year fast growing goes. This years brain physical development for both, intellectual or cognitive development solution for doer is an era. Intellectual development cognitive also called development and child's thinking, conceptualizing, judging to do and comparison, thinking of ability growth means."[6]

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