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## **ХАРАКТЕРИСТИКИ И ПУТИ РАЗВИТИЯ ДОШКОЛЬНОГО ВОСПИТАНИЯ ДЕТЕЙ**

*Аннотация:* В данной статье описаны психологические особенности познания у дошкольников. Обсуждается также важность познавательного процесса и методов развития в развитии дошкольников.

*Ключевые слова:* познание, сенсорное образование, индивидуальность, вторичная сигнальная система, стимул, интенсивное развитие.

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## **CHARACTERISTICS AND WAYS OF DEVELOPMENT OF PRESCHOOL CHILD EDUCATION**

*Resume:* This article describes the psychological characteristics of cognition in preschool children. The importance of the cognitive process and development methods in the development of preschool children is also discussed.

*Key words:* cognition, sensory education, individuality, secondary signaling system, stimulus, intensive development.

Preschool education is an institution that nurtures a harmoniously developed personality and plays an important role in inculcating in the hearts of the younger generation the knowledge and values that will determine the child's future. Therefore, the country has adopted a set of measures aimed at the development and effective functioning of preschool education. Because the preschool education system is the primary, the most basic link of continuing

education. According to experts and educators, 70% of all information and knowledge a person receives during his life is received by the age of 5. One of the famous Russian educators, A.S. Makarenko, speaking about the need to educate children from an early age, said that the most important foundations of education are formed during the period of a child up to five years. He said that the whole upbringing made during this period made up 90% of the upbringing process.

This fact clearly shows the importance of kindergarten education in the development of our children into mature and harmoniously developed individuals. Kindergarten age from 3 to 7 years was a large part of childhood. Basically, it is from this period that the child's independent activities develop and begin to take on the composition of individual personality traits (human qualities). According to the famous Russian educator P.F. Lestgaf, the period of a person's kindergarten age is a period during which it is determined what character traits will appear in the future and the foundations of moral qualities will be formed.

As a child reaches kindergarten age, his or her mental development will change dramatically. Kindergarten is a time of intense development of the senses and cognition. With the help of their intuition and perception, children learn the size and color of the objects around them. Their senses (sight, hearing, smell, taste, touch) and perception are the tools of knowing the world. Therefore, the mental development of children depends largely on the development of these senses and perceptions. That is why the role of sensory education in kindergarten is growing. That begs the question. What do we mean by sensory education? Sensory education is a part of mental education, in which we understand the purposeful development and improvement of the senses and perception. From birth, a child has the laws of sensory development specific to each age group. For example, when a child is two or three months old, he can observe nearby objects with both eyes, he develops the ability to distinguish basic colors and

shapes. At the age of six months, he also begins to express his attitude to colors, if he strives for the color he likes, he pushes what he does not like, and turns his face away from it. By the age of one and a half, a child will be able to recognize objects that they often come across, regardless of their color, size or shape. By the age of two, a child learns familiar melodies and sounds. A child of 2.5-3 years can draw 5-6 shapes (circle, square, triangle, rectangle, polygon) and 8 different colors (red, fire, yellow, green, blue, black, white, black) can perceive. When a child starts kindergarten at the age of three, firstly, the child's level of activity expands, and secondly, his speech grows very quickly. As a result, the child will be able to interact independently and directly with many things. This change in the child's life, in turn, affects his perception. They encounter a lot of things in their daily activities. Even so, older children in kindergarten do not always know what they are doing without the help of adults. This means that family members and educators play an important role in the development of sensory education in children.

They need to continue to develop the child's sensory upbringing based on the child's developmental laws. Why should they be based on these laws? Because a 2.5-3 year old child can draw 5-6 shapes (circle, square, triangle, rectangle, polygon) and 8 different colors (red, fire, yellow, green, blue, black, white, black) but because colors and shapes are used differently in different things, it is more difficult for children of this age to know their names clearly and use them in their speech as they perceive them. It is wrong for adults to ask children of this age to remember colors and shapes, the appropriate age for this is 4-5 years.

Therefore, in the development of sensory education in children, parents and educators need to know the psychological laws of child development. The role of the secondary signaling system (speech) in the perception of kindergarten children is extremely important. This is because not only the object itself, but also its name is involved in the perception of things around it. It is necessary to

try to increase the role of the secondary signaling system in children's perception during excursions to improve children's perception (introduction to the world of animals and plants). Therefore, educators should inform children about objects and events in nature during the excursion, as well as talk to them about the names, functions and significance of objects in nature. This is because the fact that the stimuli (that is, what is shown during the tour) have the same effect on both signaling systems at the same time ensures that the perceived objects are reflected in a complete and complete way.

The normal development of the cognition of children of kindergarten age largely depends on the educators, their pedagogical skills. As children repeatedly perceive the different properties, hardness, color, and shape of objects in different activities under the guidance of an educator, standards (patterns, images) of different properties of objects appear in their minds. Later, when children understand the properties and characteristics of things, they compare them with the standards in their imagination. Therefore, it is important to create a standard image of children in kindergarten by sensory education. To do this, educators need to use methods that develop children's perception in the classroom, as well as in collaboration with child psychologists to study the specifics of their perception.

#### **List of used literature:**

1. Resolution of the President of the Republic of Uzbekistan No. PP-3261 "On measures to radically improve the system of preschool education." 2017.
2. Nishonova Z.T., Alimova G.K. Child Psychology and Psychodiagnostics T.: TDPU 2017.
3. Dostmuhamedova Sh. A., Nishonova Z.T. etc. Age and Pedagogical Psychology T.: Science and Technology 2013.

#### **Internet resources**

1. Social information education portal: [www.ziyonet.uz](http://www.ziyonet.uz)

2. Regional center for retraining and advanced training of public educators at the Tashkent State Pedagogical University: [www.giu.uz](http://www.giu.uz)
3. Advanced training institutions: <http://www.pedagog.uz>