



Development of Cognitive Abilities of Preschool Children with the Help of Nature

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ABSTRACT

Nature is an inexhaustible source of development of intellectual abilities of children, spiritual enrichment, and education of their comprehensively developed personality. Communication with nature helps to form in children real knowledge about the world around us and a human attitude towards living beings. This article discusses the role and importance of acquaintance with nature in the formation of the cognitive abilities of preschool children.

Keywords:

nature, knowledge, intellectual knowledge, emotional knowledge, outlook, intuition.

Introduction

One of the most effective ways to develop and educate preschool children in all aspects is to introduce them to nature. Nature is an inexhaustible source of developing children's cognitive abilities, spiritual enrichment, and educating them as well-rounded people [1,2,3,4].

Communicating with nature helps children develop a realistic knowledge of the environment and a humane attitude towards living beings. Knowing is the reflection of reality in the human mind. The purpose of knowledge is to subjugate and serve the things and events in nature and society. It consists of the development of knowledge, intuition, perception, memory, imagination, thinking and speech. This is an important task in mental education [5,6,7,8,9].

The main part

Knowledge is a type of mental and spiritual activity aimed at acquiring knowledge about nature, society and oneself. A person cannot successfully engage in any type of activity without having knowledge and understanding of the environment that surrounds him.

Knowledge is the product and result of knowledge, and acquiring any profession can only be achieved through knowledge. Also, knowledge is a spiritual need, a vital necessity unique to humans [10-17].

Humanity has created several conveniences for itself by summarizing the knowledge it has acquired over many centuries and passing it on to the next generations. Any type of human activity relies on certain knowledge, and in the process of activity, new knowledge is acquired. Human sensory organs (sight, hearing, smell, taste, skin sensation) help to distinguish the features and signs of things, to adapt to the natural environment, and to protect themselves, as in other creatures. At the lower level of knowledge, intuition, perception, imagination, attention, and imagination help to create certain knowledge about the external world.

The higher level of knowledge is unique to humans and is called mental knowledge (rational knowledge). If a person knows only the external properties and characteristics of things and events with the help of his senses, he learns the inner essence of things and events through thinking. The essence is always hidden, it always appears as a phenomenon.

Only one side of the essence is manifested in each phenomenon. Therefore, the phenomenon is deceptive and misleading. Therefore, the information provided by human senses about an object or event can never reveal its entire essence [18-23].

Knowing through mental knowledge or thinking does not negate emotional knowledge, but by summarizing, analyzing, synthesizing, and abstracting the knowledge obtained through the senses, concepts are created from newly acquired knowledge.

Knowing the surroundings, nature, and the universe begins with intuition and perception. The better one knows these processes, the more one has the opportunity to know existence and nature. That is why we should teach kindergarten children to know more and develop their minds [24-29].

The role of nature in the development of the cognitive process is great. Nature is the world we live in. Knowledge of the events that take place in it on a scientific basis is important for the proper education and formation of preschool children. In preschool educational institutions, the implementation of the formation of the characteristics of knowledge through the medium of nature in children of the middle and older groups gives effective results. But this should not lead to the idea that it is not necessary to teach the theory of knowledge to other groups [30-34]. As educators, we need to increase children's active cognitive activity and their interest in learning. In doing this, we must begin by teaching the reasons why simple phenomena occur in nature. It helps young people learn the secrets of nature, think about them, build their knowledge and increase the child's cognitive abilities.

Education of preschool children's cognitive abilities through nature is also a part of general education. Forming young people's ability to know through nature means understanding the laws of nature and the events that occur in nature on a scientific basis. This means that nature has its laws, just as society has its own laws. The law of society is changeable and the law of nature is immutable. The laws of nature include the creation of the seasons, the creation

of day and night, eclipses of the moon and the sun, the occurrence of earthquakes, the eruption of volcanoes, the fall of rain and snow, the creation of winds, etc.

As educators, in order to properly educate young people's cognitive ability and worldview, we need to correctly explain the reasons for the occurrence of these laws and their essence [35-38].

In order to form the cognitive abilities of the young generation, we need to start education in preschool institutions. Introduction to nature is children's first understanding of nature in preschool education, which forms the elementary basis of their outlook on nature. Increases the young generation's love for nature and the Motherland.

Since the education of the future generation is related to the development of his cognitive abilities, in this regard, the child's age and mental state must be taken into account. Therefore, it is necessary to comply with several pedagogical requirements in the development of the child's cognitive abilities in the educational process:

1. To develop and enrich the child's cognitive abilities, there should be a healthy environment in the family at first: there should be sufficient conditions for him to play, rest, and eat;
2. Regular parents take the child for examination by a psychologist and other doctors;
3. Pay special attention to the development of the child's speech, give colourful and illustrated books;
4. Parents play games with their children designed to develop their cognitive abilities;
5. Creating conditions for the child to sleep well, etc.

Conclusion

The ability to know is formed based on a person's necessary understanding and evaluation of himself and the world. In this regard, it is important to develop the consciousness and broaden the thinking of our youth today. Through these, an opportunity is created to educate them to be politically aware of intellectual potential. This can be a solid

basis for preparing future professionals who think freely and independently, who can understand their own identity, that is, who will not join various harmful currents.

A person's ability to know, especially the breadth of the scientific worldview, depends on their main components: intelligence, consciousness, thought, science, knowledge, scientific knowledge, scientific vision, faith, scientific thinking and so on.

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