



Ways to Develop Mental Abilities in Preschool Children

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ABSTRACT

This article talks about the development of intellectual abilities and skills, one of the tasks of mental education for the development of mental abilities in children of preschool age.

Keywords:

preschool education, mental ability, mental development, First step

Today, we can see great changes in the educational system of New Uzbekistan. The beginning of the implemented reforms, first of all, in the field of preschool education and upbringing, implies the incomparable role and importance of the preschool education system in the life of our society, which is considered the most important link in the education of children in the process of globalization.

Decree No. PF-60 of the President of the Republic of Uzbekistan dated January 28, 2022 "On the Development Strategy of New Uzbekistan for 2022-2026" also paid great attention to the preschool education system, and to increase the coverage level in education from the current 67 percent to at least 80 percent, to increase the coverage level of 6-year-old children to 90 percent by the end of the 2024/2025 school year, and to 100 percent by the end of the 2024/2025 school year.

In order to properly organize the mental education of preschool children, it is necessary to know the patterns and possibilities of their mental development. Taking them into account, tasks, structure, organization and methods of mental education are determined.

Scientists are studying many issues of mental development and education. As the basis of the

mental education of preschool children, the laws of the development of intuition and perception, which are necessary for the development of the content and methods of sensory education, are studied; learns to form visual-effective, visual-figurative and conceptual, logical thinking in children; characteristics of formation of cognitive abilities are determined; the content and methods of mental education are being developed in different periods of preschool childhood and others.

During the preschool period, children accumulate a large amount of initial knowledge about the environment, master basic mental operations (comparison, generalization, etc.), distinguish important and insignificant signs of objects and events. able, they establish some cause-and-effect relationships, they form logical behaviors. educational activities. Adult mental development occurs only in the process of organized activity, therefore, the task of parents is to create the necessary conditions for this and to implement a targeted educational effect on the child. Mental education is a targeted influence on the development of active mental activity in children in adults. This includes: conveying

existing knowledge about the surrounding world, systematizing it, forming knowledge interests, intellectual skills and abilities, and developing cognitive abilities.

The role of mental education is especially important in preparing children for school. Mastering the stock of knowledge, developing mental activity and independence, acquiring intellectual abilities and skills is an important condition for successful school development and preparation for future work.

In the State Curriculum of our "Ilk Cadam" preschool educational institution, the preschool educational process also includes protection and strengthening of the child's health, meeting his needs, including his mobility needs, supporting the child's creative abilities, child's development and principles such as creating a favorable environment for social adaptation are shown.

In the "First Step" program, the child's competencies are determined in the following areas of child development:

- physical development and formation of a healthy lifestyle
- social-emotional development
- speech, communication, reading and writing skills
- the development of the cognitive process
- creative development.

The development of speech in preschool children has a special place. A person uses his mother tongue to express his thoughts and understand what others say. Mastering speech allows a child to learn about reality not only through direct perception of objects or events, but also indirectly (a story, a work of art, a teacher's explanation, etc.). Such tasks of speech development in kindergarten receive solutions such as vocabulary enrichment, the formation of grammatical structure, and the development of coherent speech.

At preschool age, children develop the ability to remember consciously, the volume of memory increases; the task is to exercise arbitrary memory, to enrich it with useful knowledge. Great attention is paid to the development of imagination; it is necessary for all creative activities. In the early years of preschool age, this is a recreational

imagination, on the basis of which a creative imagination is formed with the accumulation of life experience and the development of thinking. A young preschool teacher is distinguished by visual-effective and visual-figurative thinking. On this basis, verbal-logical, conceptual thinking develops. The teacher forms the activity of analytical-synthetic thinking in children, which allows a deeper understanding of phenomena, distinguishing their important and unimportant aspects.

Curiosity is a childlike quality. This is manifested by an active interest in the world around us, a desire to learn, touch, and apply everything to life. Many questions show curiosity.

The educator supports the interest of preschool children by organizing observations, trying to answer questions that arise in time, directing their thoughts to an independent search for answers.

The task of intellectual education is to develop children's curiosity, interest in their minds and to form stable knowledge interests based on them. The task of kindergarten is to develop the child's mental abilities. In psychology, it is customary to call ability personal characteristics that create the basis for successfully mastering a certain activity. Abilities are manifested and developed in the process of the relevant body. A child's mental abilities can be characterized by qualities of mind (speed of mental reaction), criticality (ability to objectively assess and analyze facts, events, work results, notice mistakes, etc.), curiosity (ability to constantly search for a solution to a mental problem), to (using different methods to find the right answer), thoughtfulness.

One of the tasks of the mental education of preschool children is the development of intellectual abilities and skills, that is, the formation of the simplest methods of mental activity: examining objects, distinguishing important and insignificant features in them, comparing them with other objects and others. These skills and abilities are structural elements. cognitive activity, they help the child to acquire knowledge successfully. Signs of a child's sufficient mental development are the

amount, nature and content of the child's knowledge, the level of formation of his knowledge processes (for example: the child's perception, memory, thinking, imagination, attracting the attention of the child), his tendency to independent creative knowledge.

Mental education of a child is a set of actions aimed at the mental development of a child by adults in order to give him the skills and knowledge necessary for his comprehensive development and adaptation to the surrounding reality. At the same time, mental education and mental development of a child are closely related. Mental education, in fact, determines mental development, helps and supports it. This is possible if adults take into account all the basic laws and possibilities of mental development of preschool children.

The goal is mental education that affects the child, its development helps to form the child's morality, moral development, healthy lifestyle skills and habits. Mental education:

1. in everyday life;
2. during speech and practical communication with adults;
3. in game activities;
4. during systematic training.

Features of mental development of a young child Under the age of 7, there are higher rates of intellectual development compared to later periods in the life of babies, and it is very important to use all the opportunities for the mental development of the child in this special period. Special attention should be paid to the intellectual development of young children. During numerous studies, experts on this issue have found that if babies have a rich life in the first two years of life, active cognitive activity is observed in them, the brain of such children develops very quickly: from three to seven years, it reaches 80% of the normal brain mass. adults. Surprisingly, physiological data suggest that most modern infants under the age of two do not suffer from information overload, but rather from a lack of information. But the child should not be overloaded with information.

In conclusion, it is very difficult to correct the possible deviations in the intellectual development of the baby that appeared in early childhood. For example, if playing with

construction materials, constructors, etc. is neglected, in the future you can observe the lack of development of the baby's spatial imagination, as a result of which it will be much more difficult for such children to understand the educational material in geometry and drawing lessons. Cognitive processes developing in a child are manifested in various types of children's activities. Thus, a child with a developed imagination develops an image of the next activity, plans it, understands what is required of him. The skills that the baby learns not only expands his worldview, but also creates the basis of his attitude to people, nature and art.

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