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Developing the Intellectual Power of Preschool Children Through Developing Technologies

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ABSTRACT

This article discusses the psychology of preschoolers, the formation of their intellectual and cognitive sphere, the use of technology in intellectual development, its significance and problems. The problem of gifted children in preschool education is investigated, recommendations for the effective development of cognitive and intellectual activity of preschool children are developed.

Keywords:

Preschooler, child psychology, intellectual development, cognitive sphere, developmental technology, gifted children, problem, development, "why".

In our time, the effective development of the intellectual abilities of the preschool child is one of the urgent problems. Influenced by the constant information around us, developing children quickly memorize the material, quickly and easily adapt to new conditions, confidently develop their abilities and better prepare for school. The intellectual potential of the child increases with the qualitative renewal of the necessary conditions by society.

If we talk about the intellectual development of the child, the intellectual development of the child is a set of knowledge and skills, the ability to acquire this knowledge and apply it in solving non-standard situations.

A child's intellectual development can be accelerated, slowed down, or stopped at any stage. The attention of teachers and parents to the intellectual development of the child during growth is directly related to his desire to learn as much as possible, in the right direction. Curious children, mastering everything that

happens around them, are surprisingly active and curious. However, it should be borne in mind that the intellectual development of the child goes through its own special stage, each of which goes through the preparatory phase of the previous stages. The child is constantly thinking about new forms and methods, but it must be said that the old form of thinking will never disappear. Intellectual work is very complex and given the age characteristics of preschool children and adults, it should be borne in mind that the main way of development is problem-based research, the main form of game organization.

The issues of psychology of preschool children, the formation of their intellectual and cognitive spheres are reflected in the research of D. B. Elkonin, L. S. Vygotsky, A. N. Leontiev. Studies have shown that preschoolers have an understanding of general relationships, principles, and laws based on scientific knowledge. However, a sufficiently high level of

intellectual development can be achieved if the training during this period is focused on the active development of thinking processes and is focused on the "proximal developmental zone".

In the works of scientists and teachers such as A. V. Zaporozhets, V. N. Senerenko, A. P. Usova, practical recommendations for the development of intellectual abilities of preschool children are given, the principles of pedagogical support for the formation of children's cognitive sphere are considered.

"Learning during play" is a basic rule of preschool didactics. In this regard, all preschool education is based on play methods and techniques. We believe that the introduction of games in children's education will undoubtedly increase its effectiveness, because the game:

- creates a positive emotional background that helps children to master the material effectively;
- directly affects the cognitive-intellectual and communicative activity of the child;
- promotes the emancipation of the child, encourages the search for creative solutions.

VA Sukhomlinsky wrote: "There is no full-fledged intellectual development without games, and there can be none. Play is a huge bright window through which a stream of life-giving ideas and concepts flows into a child's spiritual world. The game is a spark that ignites the flame of curiosity and curiosity."

The means of developing children's mental activity are diverse. Analyzing life situations with a child, his experiences with objects and objects of nature, problem issues, play situations, various games and much more to develop children's thinking flexibility, ability to create an image and operate will help.

Didactic games play an important role in the activities of preschool education organizations. They are used in children's learning activities and in the process of organizing independent activities. Didactic games are available in all centers of children's activities and differ in the level of complexity with special characters. They help to master and consolidate knowledge, to master the methods of cognitive activity. In direct learning activities in early childhood, we may receive

games to develop cognitive processes (cognition, voluntary attention, memory). These include games such as "Remember the Pictures" and "Find the Same Thing" that are gradually expanding the use of games and exercises to develop visual-figurative, abstract, logical thinking in the learning process. Educators suggest games for children to solve puzzles, solve logical problems, "Continue the pattern", "Divide into groups", "Find a common word", "Create a shape", "Pantomime". Children learn the signs of objects, learn to classify, generalize, compare. It is important that this work is carried out systematically and continuously. Only in this case it is possible to get the highest result of intellectual development of preschool children.

Today, the problem of gifted children is relevant not only for schools, lyceums, colleges and institutes, but also for preschools. According to psychologists, early childhood and preschool age - the most important period for the development of skills. It has been proven that every child has great potential from birth, it develops effectively under favorable conditions and allows the child to reach high peaks in development. In his speech, President of the Republic of Uzbekistan Shavkat Mirziyoyev said: "In today's globalized and increasingly competitive world, if we do not train highly educated personnel in all areas, we may lag behind in development."

We know that pre-school age is the age for "numa", in other words, "the age of nimana". It is at this age that children's curiosity, need for knowledge and research, interest in various activities are most clearly manifested. Especially at this age, it is important for parents and teachers to reveal the individual abilities of the child, to stimulate his activity in learning, to develop his intellectual potential. It is necessary to create a number of pedagogical conditions for the development of the intellectual potential of preschool children. Talent in childhood can be considered as a potential for mental development in relation to the later stages of a person's life path. In children, its main feature is increased research or creative activity, high cognitive motivation and a high level of self-study. The working

concept of talent is defined as follows: "A gifted child is a child who is distinguished in this or that type of activity by bright, clear, sometimes remarkable achievements (or by internal conditions for such achievements in his activity)."

According to the position of the developers of this concept, most children have signs of talent: "the potential conditions for success in various activities are inherent in many children, and the real amazing results are manifested by a significantly smaller proportion of children."

One of the main directions of work in the kindergarten is to create conditions for a better quality of growth in the optimal development of gifted children, including children who are not yet gifted, as well as children with normal abilities who have high hopes for their abilities. The development of children's talents in rural areas is associated with many problems:

- Lack of specialists in preschool education,
- low socio-cultural conditions,
- Insufficient funding of district preschools and, as a result, poor quality of preschool education.

Without adequate psychological and pedagogical support for children in kindergarten, we face difficulties in determining children's abilities. Therefore, our task in working with preschool children is to create conditions for children's creative expression in all types of children's activities. As we monitor, we monitor children's activities, evaluate the results and nature of activities based on their knowledge of each preschool child's capabilities, and on this basis we plan individual work.

We encourage children's creative activity in artistic and aesthetic activities, participate in various regional, territorial and local competitions.

One of the promising ways to help solve the problem of intellectual development is the method of design and research activities. It would be expedient to carry out various projects in MTTs every year, such as "Water is the basis of life", "Good dreams in fairy tales", "Wonderful tree".

Summarizing the above, we emphasize that in order to effectively develop the cognitive and intellectual activity of preschool children in the

organization of preschool education, it is necessary to provide the following conditions:

- creating and further expanding the environment for the development of multidisciplinary areas in groups;
- differentiate selected games and manuals for children according to the level of complexity, create a system of tasks that become increasingly complex in different types of activities;
- creation of a favorable psychological environment (creation of cooperation and collaboration, creation of conditions for success in continuing education);
- use of problem-based and developmental teaching methods, use of modern pedagogical technologies (experimentation, design and research activities, modeling);
- interaction with parents;
- Properly organized planning system.

The teaching staff should be aware of the relevance and importance of working with children with increased interest in education and gifted children, create conditions for the development of gifted children based on the principle of individualization and stratification of education, unity of education and development. That is why we strive to unite our efforts with the family in the upbringing and development of gifted children. And, as the President has repeatedly said in the future, the new era of "New Uzbekistan" will have more talented children who will flourish in the 3rd Renaissance.

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