



Methodology of Sensor Development of Children

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ABSTRACT

This article discusses the preparation of pupils for school based on the development of their emotional cognition and motor skills. The author, relying on pedagogical data, archival documents and written sources, analyzed the problem on the basis of the available scientific literature and studied the existing specific aspects of preparing pupils for school based on emotional cognition and the development of motor skills.

Keywords:

Preschooler, educator, emotional cognition, logical cognition, emotion, skill, qualification, team.

Introduction. The problem of emotions, cognitive, emotional knowledge and other psychological processes in the formation and development of personality and their influence on the educational process is of increasing interest to researchers in the field of pedagogy. The development of emotional cognition begins at preschool age, serves as the basis for the further development of the child's personality and largely determines the personality of a person, his attitude to nature and society, behavior and social activity.

Literature view. At present, the phenomenon of emotional cognition in preschool children, its structure, the study of development paths open up a real opportunity to optimize relationships through a deeper understanding of the emotional processes and states that arise in interpersonal relationships. The development of emotional cognition as a whole can be regarded as an important factor in improving the psychological culture of the children's community.

Research methodology. The effectiveness of the process of emotional cognition in preschoolers is characterized by stable positive results from the implementation of psychological and pedagogical measures for the development of the sense organs (vision, hearing, smell, taste, skin perception). In turn, in the socio-pedagogical environment of a child with well-developed sense organs, the following positive results are observed:

- high level of development of social skills and abilities in children;
- knows how to properly organize relationships in the team and listen carefully to the interlocutor;
- can be active and independent in various social activities;
- are sensitive to various external influences and demonstrate the ability to interact with peers;
- are able to demonstrate purposefulness, perseverance, initiative in social activities.

Analysis and results. Today, the role of emotional cognition in the success of schooling is emphasized and the development of the

emotional sphere of the child is recognized as a key element of the concept of "Psychological preparation for school".

In the course of our study, it is advisable to develop a system for teaching the systemic organization of the process of emotional development of preschoolers. With the development of sensory development, the following tasks should be solved:

- arouse children's interest in the world of human emotions;
- to determine the influence of emotions on the behavior and mood of a person;
- formation of the ability to feel the problems of social situations, the inner world of people;
- understand the possibilities and importance of participating in the lives of those around you through collaboration;
- develop courtesy, empathy and a desire to help others.

These tasks were completed using a variety of methods: storytelling, conversation, discussion, visualization (images of people expressing different emotions), play, collaboration, etc.

The content of the techniques used in the classroom and the effective combination of various techniques help children to focus on the spiritual world and human emotions, be attentive to others, take into account their emotional state during a conversation, and also form a sense of care. All this contributes to an increase in the level of development of emotional sensitivity and social experience of preschoolers.

The necessary conditions for the development of emotional cognition in preschoolers are:

- create an opportunity to summarize the accumulated life experience;
- teamwork and team building;
- selection of forms of education taking into account the needs and abilities of each child;
- organize a combination of emotional cognition and intellectual development.

The content of the emotional-cognitive process of a preschooler is reflected through a combination of three characteristics:

- change the attention and focus of the child: from focusing on the world of things to focusing on the world of people and emotions;
- change emotional orientation: focus on understanding the emotional world of another person around him, along with his own experiences;
- taking into account the emotional state of another person when solving emerging problems.

A distinctive feature of the formation of emotional cognition of a preschooler is the developmental features, patterns, mechanisms and logic of this process. The effectiveness of the work on creating conditions for the formation of the emotional consciousness of preschoolers is confirmed by the stable positive results of the implementation of measures of psychological and pedagogical support for the development of the emotional sphere of preschoolers:

- children's skills are successfully formed with age;
- interpersonal relationships are established in the children's community;
- children begin to show activity and independence in various activities. They are sensitive and demonstrate the ability to interact with their peers;
- begin to help their teammates and others with gratitude and sincerity;
- begin to show perseverance, initiative in the implementation of the work begun;
- learn to listen carefully to the interlocutor.

The education and development of emotional cognition must begin at a very early age. This is the best way to strengthen the personality and prevent various deviations and developmental problems.

For older preschoolers, emotional cognition is defined as a child's readiness to pay attention to another person, take into account his emotional state, find ways to regulate relations with him and solve emerging problems based on this knowledge. In other words, it is the readiness of the child to pay attention to another person and take into account his or her emotional state in their activities. The relevance of the chosen research

problem is due to the fact that emotional cognition as a problem of socio-psychological research is a relatively new, little-studied phenomenon.

In the course of our study, as a result of the analysis of the practical process of preschool education, a number of shortcomings in the organization of sensory education of children were identified:

- educators do not have complete information about the methods of diagnosing and developing the sensory activity of preschool children;

- children do not have enough opportunities to understand and express their feelings and emotional experiences in the classroom;

- the child's activity is not organized taking into account his emotional state, experience, personal characteristics of another person;

- there are contradictions between the expected results of the educational process and the real situation.

Unfortunately, most preschoolers have difficulty building relationships with peers and adults. Lack of experience of self-awareness and misunderstanding of others is a consequence of the lack of experience of social interaction.

Activities aimed at educating preschoolers the qualities of kindness, politeness, humanity, patience, perseverance, the desire to see things through to the end should be an integral part of daily activities and games with children both in preschool and in the household. This must be done by teachers and parents. It is associated with the formation of social relationships with peers and adults. Psychoprophylactic work with children who have the ability to find the right approach to raising children is very important. Raising well-behaved children is easy, but dealing with stubborn, aggressive, or difficult children can be challenging for both educators and parents.

When working with aggressive children, the educator must master constructive ways to control their behavior, i.e. control their mood, positive attitude to the world around them, get rid of anger, nervousness, resolve conflict

situations, etc. It should be borne in mind that the causes of child aggression can be not only shortcomings in family education and a low level of development of emotional and volitional qualities, but also a negative attitude of adults (caregiver, parent) towards the child. In children 5–7 years old, aggression often becomes a defense mechanism. A child who does not understand his feelings often misbehaves, misjudges the situation, and has difficulty communicating with people around him. Children whose negative behavior is obvious should be treated politely, with a sense of sympathy for others, you can use the accusation method with praise in society. In raising a child whose negative behavior is not obvious, it is necessary to create opportunities for his active participation in life, increase his self-esteem, position in the team, develop emotions to perform important and special tasks. Encouraging them also produces positive results.

Conclusion / Recommendations. In a child with developed emotional cognition, the process of logical thinking can be effective. That is why it is necessary to start educating and developing emotional cognition at a very early age. It is important in strengthening the psychological state of a person, preventing various anomalies and developmental problems.

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