Education of Preschool Children Through Educational Activities Through Cynical Work

Alimardonova Mohichehra Bahromovna

Independent research of Karshi State University

ABSTRACT

The main condition for the implementation of cognitive development of preschool children is a mechanism for children to study. The form of learning information about the world around the surrounding world is determined by the young features of the child. The educator encourages children's pre-school children through the help of cognitive tasks and will actively ignore the skills and systematize children's knowledge. The process of performing cognitive tasks requires voluntary, intellectual movement, which leads to positive activities that completes the cognitive movement.

Keywords: Preschools of preschoolers, pedagogical educators, educational, tasks, upbringing, task, thinking, cognitive task.

Introduction. Cognitive task is also important in integration of education, where it can serve as a factor in the educational activities.

In scientific research, different approaches to the definition of the concept of "Task" were used. At the same time, a systematic approach (related to the concept under consideration) was studied in detail, the main features of the problem were identified, the criteria for classifying various tasks were determined, various bases were developed for creating a system of cognitive functions, the correlation between their complexity and difficulty levels, criteria for assessing the complexity of tasks were established .

Literature view. Practical use of cognitive functions in educational game activities as a tool for the formation of mental abilities and skills of preschool children V.V. Ageyeva, I.Y. Lerner, T.V. Napolnova, V.G. Razumovsky, H.H.In the works of tulkibayeva occupy one of the leading places [2; 8].

The cognitive task is usually understood as follows in psychology.

1. A question that is arousing practical or theoretical interest (in a broad sense).

2. The purpose of the activity requires the use of tools that meet these conditions to meet these conditions to implement it. Searching, mobilizing and applying these tools forms the problem solving the problem.

3. The sign of the problematic situation (in particular, formation of speech) [5; 48].

The "task" definition is to be achieved in the pedagogy as an objective of achievement; as a question to be resolved on the basis of knowledge and conclusions; Children are considered as a method of teaching existing knowledge, skills and testing.

Research methodology. According to Gaballa, the task can be identified as a system in its most common form, its mandatory components, first, the initial position is a certain material or ideal object (task topic), second, the requirement of the task, That is, the model of the required state [5; 71]. According to Gergey, the solution to the problem is to transfer its subject from the initial state of the initial position.

Practical and theoretical (cognition) tasks depending on the nature of the final goal stands. Practical tasks to change the reality directly, theoretical (cognitive) - this is to know [5; 84].

Tasks are also distinguished by the level of difficulty. Depending on the topic studied at the

topic studied at the task is now, the process of learning problems by preschoolers can be facilitated or complicated. If the task is based on the content of the recently studied topic, then solving this problem will not be difficult for educators. And conversely, if the task is to the topics you first learned, it will be difficult to solve it.

The term "cognitive task" is used when the knowledge process has a relatively independent purpose. There is a variety of tasks in cognitive activities: sensory, mneonic, speech and mental. The deteriorating role of thinking in the knowledge of thinking led to a more narrow meaning of the "task". Mission often means some practical changes or theoretical questions, looking for the interdependence between certain and unknown elements of the problematic situation associated with specific legitimacy and categories. The object of mental activity requires the answer is understood.

Analysis and results. A cognitive task is considered a teaching task to encourage new knowledge, methods (skills), encouraging the active use of evidence in a pedagogical encyclopedic dictionary. Cognitive tasks are not resolved with ready samples, but speculation is guessed and predicts the necessary new solutions [3; 95]. There are some knowledge that requires a decisive thing in a cognitive task and requires improving what is decisive.

The cognitive task is usually the task of improving the knowledge given to some decisions.

Depending on the independence level of education, S.Y. Yakovenko conditionally divided intravenous tasks into the following categories:

- Existing knowledge and information and cognitive tasks that contain conflict between what you need to know (the essence of tasks is to acquire new knowledge);

- Training of cognitive responsibilities aimed at finding patterns that are summarizing knowledge, to form the ability to transfer the knowledge previously received by new similar cases. In addressing these problems, the teacher teacher is directly involved in the analysis of a cognitive task;

- The study, search and cognitive tasks aimed at independent assessment of the processes. This type of tasks contains several contradictions related to one incident; At the same time, the solution of search and cognitive tasks is completely loaded to preschool children;

- Creative functions of the assembly of the tasks, unimaginating complex systems, and analyze of the situation or the situation, and taking into account the elements of the task, and taking into account the remarkable conditions from several simple structures, and taking into account the constant conditions [4; 48].

We follow the main psychological and pedagogical requirements for cognitive responsibilities identified by I. SHERBINO: problematic; relative independence; expedience; the existence of a solution.

Cognitive task problem means creating a contradicting situation that needs to be recognized by a teacher in the first place, then it leads to the need for new knowledge.

The relative independence or unity of the task is the task itself in order to take steps to obtain the next new answer.

The purpose of the task is broadly (associated with the logic of the accurate task), in a narrow sense (the knowledge of the life experience and the subject of preschool children).

The presence of a task is a measure of difficulty. However, this does not mean that in any way the ability to develop preschool children and their abilities, often low. In the context of freedom, it is necessary to pay attention to the prospects for preschool child development.

The study of solving cognitive problems is based on a principle that provides research nature of preschool children. This principle involves the refusal to tell children how to solve cephapy problems. The main method of learning to solve cognitive problems is to provide training assignments to school-age children in various complexity. The decisive factor in choosing the teacher taught by the educator is the development rate of cognitive independence of preschool children [2; 49].

In preschool children, difficulties to solve a specific problem may arise in the practice of

solving cognitive problems. There are two different difficulties: children do not know how to solve a cognitive task; The children decided the cognitive task misrepresented.

The educators offer three ways to help young children to solve a certain cognitive task. The first way is that the educator provides for this type of knowledge, detecting the search direction for prior answers. After that, the child is invited to solve the previous solved issue. The essence of the second method is that the educator will make the cognitive task a solution to the main task. But it should be noted that each task cannot be changed in this way. Finally, the third method of assisting preschoolers to solve a certain cephornive task, each includes the distribution of the task, each of which is a search character and at the same time a chain of the main, complex task solution.

The educator must use the counsel as little as possible because it deprives school-age children from independent thinking and drawing conclusions. It is recommended to organize confident logical situations for the educator in teaching preschool children to solve intra-cognitive problems. In this case, the educator should not offer solutions and ways to find it.

There are three main ways to solve cognitive tasks:

1. Children are given information on a method of solving a particular cognitive problem and the algorithm is given to solve it later, it will soon allow it to solve any knowledge problem.

2. The method of resolving children later with the use of a cognitive task later. The preschool children imagine forming algorithm, but sometimes it appears spontaneously.

3. Determining the way to solve a certain cognitive problem and solution by preschoolers, as well as identifying the algorithm for its solution.

P.G. Samorukov noted that cognitive responsibilities should be submitted to preschool children in a certain sequence: to finish simply [3; 73].

R.g. Islamova offers use research tasks in the development of cognitive skills in large preschool children. ("Who broke the stone - the stone?").

The solution of cognitive tasks allows the educator to organize cognitive development of preschool children, systematize their knowledge in various fields of education, develop cognitive interesttirishga and independently draw conclusions.

After the preschool children receive a cognitive assignment, its analysis is organized under the guidance of the educator: what is known and what is unknown is determined. The result of the analysis of the cognitive function is the assumption of preschool children about the features and qualities of the subject, the causes of natural phenomena. These assumptions can be correct, erroneous or anti-judgmental.

The educator should listen to all the assumptions of the children, pay attention to their inconsistency. It is necessary to take into account every assumption of the children; if they do not offer ideas, the educator must offer them.

According to our understanding, cognitive task is a form of cognitive activity of preschool children, aimed at obtaining information about the surrounding world and ensuring the development of cognitive interests, the formation of cognitive activity, the organization of preschool education allows preschool children to carry out cognitive development tasks through the unification of educational spheres.

Through cognitive assignments, the ability to perform a certain action in a new environment is understood, based on the knowledge and skills acquired previously. Intellektual skills (thinking operations) are methods of mental activity through which a person solves mental problems.

Conclusion / Recommendations. In place of the conclusion, the fact that the level of the formation of the worldview of preschool children by means of cognitive assignments grew on the basis of certain recommendations taught children to understand the essence of independent, creative thinking, the issues under study, effectively influenced the formation of their worldview. We also offer the following

recommendation based on our comments: -it should be widely used in the development of cognitive and creative teaching assignments based on international assessment programs and in the formation of the mentality of preschool educators.

References:

1. The educational program of the preschool institution "first step". - Tashkent, 2018.
2. Андрянова В.И. Развитие самостоятельного мышления-ключевая задача соверменного образования /Преподавание языка и литературы. – 2007. - №6. – С.3-7.
3. Nurullayeva, S. H. (2016). Pedagogical cooperation in higher education. In *Современное музыкальное образование: традиции и инновации* (pp. 43-46).
4. Гальперин П. Я. Психология мышления и учение о поэтапном формировании умственных действий. – Москва: Просвещение, 1966. – 446 с.
5. Shakhlo, N., & Mokhichekhra, A. (2017). Methods of forming simple geometric concepts in children of preschool age. *Бюллетень науки и практики*, (12 (25)), 554-557.
6. Alimardonova, M. B. (2019). Model of cognitive development preschool children in integrated educational process of preschool educational organization. European Journal of Research and Reflection in Educational Sciences Vol, 7(2).
7. Uktamovna, N. S. (2022). Modeling, Pedagogical Modeling and The Concept of Pedagogical Modeling of The Preparation of Future Teachers. *Eurasian Research Bulletin*, *4*, 122-126.
8. Ergashev, N. (2022, May). PROBLEMS OF USING DIGITAL EDUCATION IN PEDAGOGICAL THEORY AND PRACTICE. In *International Conference on Problems of Improving Education and Science* (Vol. 1, No. 02).
9. Ergashev, N. (2022, May). PROBLEMS OF DIGITAL EDUCATION IN PEDAGOGICAL THEORY AND PRACTICE. In *International Conference on Problems of Improving Education and Science* (Vol. 1, No. 02).
10. Uktamovna, N. S. (2022). Mechanisms for the Implementation of Theoretical and Methodological Training of Future Primary School Teachers. *Eurasian Journal of Learning and Academic Teaching*, *6*, 80-84.
11. Ergashev, N. (2022, May). THEORY OF TRAINING OF PEDAGOGICAL PERSONNEL IN HIGHER EDUCATION USING CLOUD TECHNOLOGIES IN THE CONDITIONS OF DIGITAL EDUCATION. In *International Conference on Problems of Improving Education and Science* (Vol. 1, No. 02).
12. Ergashev, N. (2022, May). THEORETICAL STAFF TRAINING USING CLOUD TECHNOLOGY IN CONTINUING EDUCATION. In *International Conference on Problems of Improving Education and Science* (Vol. 1, No. 02).
13. Ergashev, N. (2020). Using the capabilities of modern programming languages in solving problems of technical specialties. *An International Multidisciplinary Research Journal*.
14. Ergashev, N. (2020). Didactic fundamentals of electronic books visualization. *An International Multidisciplinary Research Journal*.