



## FORMATION OF COGNITIVE ACTIVITY IN PRESCHOOL CHILDREN

**Kamoliddin KHUSHBOKOV**

Teacher of the Psychology Department of Termiz State Pedagogical Institute

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<b>Received:</b> 10 <sup>th</sup> January 2023 <b>Accepted:</b> 10 <sup>th</sup> February 2023 <b>Published:</b> 22 <sup>th</sup> March 2023	This article is written about the formation of cognitive activity in preschool children. By the beginning of early childhood, the first operations of thinking occur in a child. We can see this in the fact that after he is able to try to pick up an object, he studies it carefully.
<b>Keywords:</b> child, cognition, activity, period, thinking, psychology, problem	

**INTRODUCTION.** In psychology, during the study of the problems of the formation of the child's cognitive activity, special attention is paid to the fact that the factors affecting the formation and development of cognitive processes also ensure its activity.

It should be noted that 1.6-3 years is a sensitive period for the development of speech. This period is the basis of mental development, which forms the basis of new forms of perception and thinking. A 1-year-old child cannot yet consider objects sequentially and systematically. He mainly focuses on some prominent feature of an object and recognizes objects based on these features. Later, the acquisition of new perceptual actions is manifested in the child's transition from performing object actions to grasping with his eyes, now he can grasp the parts of the object without holding them. A 2.5-3-year-old child can find a net by roughly perceiving exactly such objects according to the color, shape and size of the sample given by adults[1].

Children can distinguish first by shape, then by size, and then by color. In this process, the child begins to understand that there are many objects that have the same characteristics. But when the child starts drawing, he does not pay attention to the color of the objects and uses the colors he likes. Research shows that a 2.5-3-year-old child can recognize 5-6 shapes (circle, square, triangle, rectangle, polygon) and 8 different colors (red, pumpkin yellow, yellow green, blue, ink, white, black) can perceive. Due to the fact that colors and shapes are used differently in different things, it is somewhat more difficult for children of this age to clearly know their names and use them in their speech. It is wrong for adults to ask children of this age to remember these colors and shapes, and the appropriate period for this is 4-5 years. Children of this age can perceive all sounds in words[2].

**ANALYSIS AND RESULTS.** The words acquired by a child up to the age of 3 mainly mean the names of objects and actions. Names mainly mean its function,

even if the external appearance of this object or action changes, its name does not change. That is why the child quickly learns the use of the names of objects according to their functions.

Their thinking is mainly visual, which serves to study various things in the world around them. A child who has seen that a ball that is far away from him can be pushed with something longer can now independently think that a ball that has gone under the sofa can be picked up with the help of a bat. Generalization plays an important role in the thinking of children of this period. Speech is the basis for generalization. For example, a child should understand the term clock as a wristwatch, a pendant clock, and an alarm clock. But because they are different, it is considered somewhat more difficult for the child to find commonality in them, and thinking about this helps and forms a generalization. they use For example, during the game, a child can use a stick instead of a spoon or a thermometer, wood instead of a bed or a car[3].

Knowing that one object can be used instead of another is an important turning point in the child's knowledge and learning of the world around him, and it creates the first imagination. Children of this age can now gradually imagine fairy tales, events, stories told by adults, as well as things drawn in pictures. In the process of listening to a fairy tale, the child tries to imitate the characters of the fairy tale, he can also weave independent fairy tales or stories. In early childhood, memory is considered the main function of cognition, and it participates in the development of all forms of cognition. During this period, the child's memory develops rapidly[4]. Active, emotional and figurative memory is involved in the assimilation of life experiences of the child. In this regard, moving and emotional memory prevails. Memory is mostly involuntary at this age. As a result of reading a lot of books to children of this period, they remember long fairy tales and poems, but such memorization does not indicate either the general mental development of the child or the individual characteristics of his memory.



This is the result of the general plasticity of the nervous system common to all children in early childhood. Because there is a sequence in the events and phenomena of his life and the environment, he still cannot keep them in his memory[5].

**Development of memory.** The child begins to develop skills on the basis of the various tasks given to him, the knowledge gained from the activities in the kindergarten, and he begins to think more broadly about what he sees, hears and events, and even begins to express additional opinions about some situations. They remember the situations they have seen and participated in. They will receive instructions on what they need to remember while completing the tasks given in the training. The child repeats what he needs to remember, tries to understand it. But at this age involuntary memory undoubtedly prevails. A child's memory is mainly determined by his interest in work. Understanding the material of interest is a prerequisite for memorization.

**Development of imagination.** the child uses figurative imagination more when imagining different situations[6].

This situation can be developed only if there are some auxiliary weapons - objects, models, schemes. Otherwise, children of this age have difficulty making independent imaginative actions.

In the psychologist Piaget's research, 6-7-year-old children were asked to determine the amount of water in containers of different heights. And the children knew that their answers were wrong only after they saw the amount of water in the containers that were equal to each other. Children of preschool age develop their visual imagination while drawing, as well as weaving fairy tales and stories. The imagination of children of preschool age is very wide and diverse. Some children mainly imagine real existence, while others imagine fantastic images and situations. In this regard, children of preschool age can be divided into realists and fantasists. Children often imagine and create new images using familiar images and plots[7]. At the base of these imaginations lies their feelings of overcoming fear, finding friends, and happiness. A child who experiences good or bad situations in his imagination prepares his motivation for future behavior. Imagination is very important in the life of children compared to adults. A child begins to know the environment in depth through imagination, can deviate from his personal experience with the help of imagination, develops his creative ability, and serves the development of his personal characteristics[8].

A child's kindergarten age, from 3 to 7 years old, is a large part of childhood. Basically, from this period, the child's independent activities develop and personal individual characteristics (human qualities)

begin to form. According to scientists, the period of a person's kindergarten age is such a period that it is during this period that character traits that will appear in the future are determined and the foundations of moral qualities are formed. When a child reaches kindergarten age, serious changes occur in his mental development. Because from this period, the independent activity of the child begins to increase. A child of kindergarten age has two powerful forces that are necessary for independent activities. Firstly, he has a self-controlled movement apparatus to a certain extent, and secondly, he has a speech that allows him to interact somewhat freely with the adults around him and his peers. That is why the behavior, behavior, interests and needs of children of this age are drastically different from those of children of kindergarten age[9]. This, in turn, requires a different approach to the education of children of kindergarten age and children of pre-kindergarten age. During the kindergarten age, all the mental processes of the child develop rapidly, and it creates many changes in its relations with the external environment.

On the one hand, when a child reaches the age of kindergarten, he is much freed from the constant help of adults and moves away from them, on the other hand, his relations with adults begin to acquire a complex, multifaceted character. This is typical of the fact that a child of small kindergarten age gradually turns from an object that requires constant help and care into an active member of a group of kindergarten children in the family. So, starting from this period, he gets rid of neediness and starts to become a person who can help others to a certain extent, who has his duties, tasks, interests and diverse needs, a member of the community[10].

The various needs and interests that appear in the mental development of children of kindergarten age are considered to be a factor that prompts children to take one or another action. It is known that children of the first age (new babies) have mainly organic needs (for example: eating, satisfying thirst, sleeping). In addition to these organic needs, preschool children begin to develop the first buds of social and intellectual needs[11].

For example: children of pre-kindergarten age are very curious, even if they cannot speak well. They don't rest until they grab everything in sight. This kind of curiosity found in preschool children indicates that their intellectual needs are emerging. Social, intellectual and moral needs begin to become evident in children of kindergarten age. If a child of preschool age can sit alone with a toy for a long time, then a child of kindergarten age (especially middle and high school children) will not can't bear to play. They have a need to relate to adults and peers who are close to them. They can't satisfy their needs with relationships



within a narrow family, and they begin to strive for wider relationships. As a result, the spheres of social relations and activities of children of this age will expand more and more. Another strong need inherent in the nature of children of kindergarten age is the need to learn everything. As the scope of the child's activity expands, his needs to know the things around him also increase. The reason for this is that the child has little life experience[12].

Everything seems new to the child, and the child strives to learn it in every way. That's why they ask so many questions. In the preschool age, moral concepts become more and more strict. The source of moral concepts can be adults involved in their education, as well as their peers. Moral experiences are passed and strengthened mainly in the process of communication, observation, imitation, and at the same time through the praise and criticism of adults, especially mothers. The child always tries to get grades, especially praise. These evaluations and praises are very important in the development of a child's character of striving for success, as well as in his personal life and career choice.

In kindergarten, children develop new motives for communication. It has personal and business motives. Personal communication motives are related to the internal problems of the child, and business motives are related to doing one or another job. Learning motives related to the acquisition of knowledge, skills and qualifications are gradually added to these motives. These motives appear in the place of children's natural curiosity, which starts from early childhood. Self-expression motives are also evident at this age. This motive is mainly seen in the fact that children are not afraid to take the main role in role-playing games, to lead over others, to enter the competition and try to win no matter what happens.

Assessments by adults are very important for children of preschool age. First of all, children acquire norms and rules of household ethics, attitude to their obligations, compliance with daily routines, norms of dealing with animals and things. Acquiring such norms is considered difficult for children of this age, and role-playing games can help them master them well. By the end of kindergarten age, most children have a clear set of moral views, as well as personal qualities related to relationships with people. The qualities of being attentive and kind to people are formed and begin to develop.

Older children can often explain the reason for their behavior. Between the ages of 3-3.5 years, they express their attitude towards their successes and failures, and this attitude is mainly based on their own evaluations. . And 4-year-old children can realistically assess their capabilities. But 4-5-year-old children are not yet able to perceive and evaluate personal

characteristics, and also cannot give a certain conclusion about themselves. The ability of self-awareness develops from the age of kindergarten and tries to think about how it was before and how it will be in the future. This is what children give, "What was I like when I was little?", "What will I be when I grow up?" it appears in questions like Thinking about the future, children try to have strong, brave, intelligent and other valuable human qualities in the future.

The formation of a child's character continues at the age of junior and middle kindergarten. It is mainly based on children's observations of adult behavior. From these years, important personal psychological characteristics, such as will, independence and initiative, which are considered important in the child, begin to develop. At the age of kindergarten, the child begins to learn to communicate and interact with the people around him in various activities. This will benefit him in the future in getting along with people, and being able to establish normal work and personal relationships. In the formation of the personality of children of this age, their opinions about their parents and their evaluations are extremely important.

**CONCLUSION.** In conclusion, when we theoretically studied the cognitive activity of preschool children, we were convinced that a lot of research has been conducted in this direction. We are sure that certain methods have been developed. However, despite this, there are still problems that need to be studied and are waiting for their solution.

From this point of view, we have studied the theoretical data in depth and obtained the necessary conclusions for the practical analysis of the methods of development of the cognitive activity of preschool children within the limits of our topic.

According to the essence of its content, cognitive activity requires development in all age periods, so it is appropriate to organize research works directly depending on the formation of intellectual potential, level of knowledge and psychological characteristics of each age period.

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