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PROCESSES OF FORMATION OF INTELLECTUAL ABILITIES OF PRESCHOOL CHILDREN BY MEANS OF INNOVATIVE TECHNOLOGIES

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Abstract:

The article discusses issues related to the attraction of information and communication technologies, as well as methods of active learning tools for the development of intellectual abilities of students.

Keywords: Intelligence, information technology, means and methods of active learning, preschoolers, younger students, the Internet.

ICT with their ability to influence thought processes, creative potential, communicative qualities and socialization of the individual are the means to solve the problem of the development of the intellectual abilities of children of preschool and primary school age. Intelligence is understood as a relatively stable structure of human mental abilities, the ability to solve various problems and effectively adapt in society. Of course, there are different types of intelligence (intrapersonal, intuitive, verbal, interpersonal, visual-spatial, mathematical, logical), each of which reveals the ability to solve problems in a certain area of human activity. In preschool and primary school age, the development of basic mental actions and techniques takes place: identification of objects, distinction and explanation of properties, differentiation, fixation of consequences, etc.

Children acquire the ability to think logically, make correct decisions in the current situation, analyze causal relationships between events. The ability to calculate your actions several steps ahead is formed, to make plans and develop strategies to achieve them. Among mental operations, generalizations and classifications, operations of analysis and synthesis, abstraction and concretization, comparison are of particular importance. Analysis and synthesis are antagonistic operations. In one case, there is a mental division of objects into their component parts, the study of their properties and signs. Synthesis, however, involves the mental connection of parts into a single whole. For example, when examining a painting or illustration, the object as a whole is first considered, then individual details of the image are emphasized.

By means of the comparison operation, similar and different properties of objects and phenomena are distinguished. On the basis of the comparison operation, a generalization can be made, a combination of similar essential features of objects and phenomena. Generalization contributes to the formation of concepts, formulation laws. Operation - classification, based on any criteria, allows you to split large groups of objects into smaller ones or group objects into one broad union. Abstraction is understood as a mental operation that allows one to think about objects and phenomena abstractly, abstracted from them. Concretization, on the other hand, allows you to move from speculative features and properties to specific properties of specific objects, which helps not to break away from reality in thinking.

The introduction of information and communication technologies in educational, extracurricular and extracurricular activities, in the independent work of students: - allows you to implement an individual educational trajectory of a student, to correct the learning process according to the content of the material, the volume and rate of its assimilation; - contributes to the intensification of learning, increasing its pace; - activates the cognitive activity of students by working with modern applied programs that have properties of interactivity, modeling, communication, multimedia. - increases the activity and initiative of students in the classroom; - enhances motivation by presenting information in various graphic, audio, video formats; - qualitatively increases academic performance due to the possibility of repeated training of acquired skills and abilities in conditions as close as possible to real ones, as well as the application of the knowledge gained in new situations in a playful way; - create conditions for the development of adequate self-esteem in a student through computer control of learning outcomes; - creates a favorable environment for learning and self-study in the absence of direct contact between teacher and student; - increases the level of comfort; - forms

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information and communication competence of students.

Computer technology stimulates the mental activity of preschool and younger children school age, are a means of developing their creative abilities. The development of the intellectual abilities of children by means of computer technology ensures both the successful solution of educational tasks, the strengthening of the information potential of a person, and the personal development of children in general. Currently, there are some ways and methods of developing the intellectual abilities of children of preschool and primary school age by means of information and communication technologies used to develop thinking, imagination, memory, attention; the formation of skills to predict the results of their activities, to develop a strategy for finding ways and optimal methods for solving problems.

Among the methods and methods of computer teaching of children of preschool and primary school age, there are: the use of multimedia interactive electronic educational resources, including didactic games; creation of educational projects using the Logo programming language and systems PervoLogo, Logomira, etc. training through the global network Internet based on hypertext and hypermedia technologies; creation of telecommunication projects; research activities using computer technology, virtual teaching laboratories, visiting virtual exhibitions, museums, libraries, etc.In addition, expert training systems, design and programming of robotics are promising teaching aids. Currently, elements and technologies of e-learning are being effectively introduced into school education. The process of developing educational programs for children of preschool and primary school age is based on the important didactic principle that, to one degree or another, educational programs should include a play element. This means that gaming activity occupies one of the leading positions in the interaction of children with a computer. Using interactive games in continuing education classes Currently, special attention is paid to computer teaching aids that allow organizing the educational process in a game form. Firstly, this is due to the requirements of the second-generation Federal State Educational Standard in connection with the formation of the ICT competence of students of preschool and primary school age. Second, interactive learning games.

We act as developmental learning tools. Classes with the use of computer games contribute to the development of students' motivation to master new programs, contribute to the development of the skill of independence in learning new material and the development of certain skills and abilities. The informatization of education has made changes in the concept of upbringing and education of children of preschool and primary school age. The important role of the computer in the development of the intelligence of children is now recognized preschool and primary school age. Of course, the computer, with its enormous potential for play and learning opportunities, has a significant impact on the child. At the same time, it must be recognized that only the interaction of a teacher, a child and a computer contribute to the achievement of a positive result in the development of the intellect of preschool and primary school children. The impact of computer game educational and developmental programs on the child depends on what goals you set the teacher is in front of him, in what ways he achieves their solution, what methods he uses in his classes. In this regard, a special role is assigned to teachers who conduct classes in conditions of computer training, their pedagogical skills, professional qualities and the ability to correctly select computer programs for organizing and conducting classes that contribute to the development of the intelligence of students.

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