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Main Directions of Cognitive Development of Preschool Children

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Abstract

The article reflects the main directions and content of cognitive development of preschool children, the work carried out by educators in this regard, and the actions of parents in this regard.

Keywords: mental education, cognitive, cognitive literature, picture tasks,speech skills, interest, mental development, thinking, mental activity

Introduction

The main directions of mental development of preschool children exists and includes the educational work of parents in several areas:

- Cognitive sphere (including perception, imagination, attention, memory, thinking).

A child of preschool age often develops an active interest in the world around him, in reading and arithmetic. Introducing the child to cognitive literature, children's encyclopedias, picture tasks, arithmetic and other educational games will help parents to effectively support and develop such a useful desire. Great attention should be paid to the development of creative abilities in a child. At home, drawing, modeling, gluing lessons will help with this; playing rhymes, singing along, etc.

The key to the correct and active formation of children's speech skills is not only full communication with their peers and parents, but also reading fiction, stories, poems, fairy tales and folklore works.

In addition to the acquisition of cognitive and speech skills, the formation of the emotional sphere occurs during the child's preschool age:

1. The baby shows interest in:

- conscious pride for the first time
- shame, disappointment, pleasure
- feelings of surprise, respect, etc. appear.

2. When the child expresses bright emotions, it is especially important to evaluate his behavior by parents:

- sharing sincere joy with his child
- the ability to correctly and correctly respond to any negative appearance.

The preschool period is the time when the child first begins to make simple but independent decisions, analyzes them and learns to take responsibility.

For the first time, the baby understands the basics of interpersonal communication, learns to draw conclusions and tries to distinguish "good" from "bad". Relationships with parents have a

significant impact on the psychological and mental development of preschool children. The manifestation of excessive control and severity by adults, or worse, negative feelings towards the baby, can deprive the child of self-confidence and be a further cause of low self-esteem.

Certain personality qualities are formed in the child as a result of the specific process of the child's relationship with the parents. In modern society, it is often necessary for children to have comprehensive development and education.

Today's parents must pay a lot of attention to the mental education of their children. Mental education of preschool children is very important, because it is at this age that all the foundations of mental activity are laid. Mental education cannot be confused with mental development.

Mental development is a quantitative and qualitative change in a child's mental processes that occurs under the influence of age-related and certain factors (heredity, a specially created environment, the effects of specially organized education and upbringing, and the child's personal activity). is the sum of changes. The child's mental development is evaluated by the amount and nature of knowledge, the level of formation of cognitive processes (intuition, perception, attention, memory, thinking, imagination, speech) and the ability to independently creatively study the world.

Mental education is a systematic purposeful influence of adults on the mental development of a child, which is the ability to convey the knowledge necessary for various development, to adapt to the surrounding life, to form knowledge processes based on this, and to apply the acquired knowledge in activities.

Preschool children have higher rates of mental development compared to later age periods, so it is very important not to miss the opportunity for mental development. Special attention should be paid to the mental preparation of young children. Children under the age of two have a very wonderful life and they have a lot of learning activities. At this time, the child's brain develops rapidly - by the age of 3, it reaches 80% of the adult brain weight. Therefore, it is very important to "feed" the child's brain with information necessary for its full development. During infancy, the development of many cognitive functions is very active. For example, it is necessary to pay great attention not only to the development of intuition, but also to it. Preschool age is very suitable for the mental upbringing of a young child, and it is very difficult to overcome the defects in the mental development of a preschool child at an older age. For example, if you limit the child's play materials to building materials, do not give him plasticine, in the future there will be difficulties in spatial thinking and imagination, as a result of which there will be difficulties in studying geometry, drawing and even biology and chemistry.

The main feature of the mental development of a preschool child is the predominance of imaginative thinking, that is, the child learns the world based on concrete visual examples by moving with concrete objects. You can tell a child a lot about, for example, a butterfly, but he will not be curious until you at least show him in a picture. And if you demonstrate it and even discover how many types of butterflies and watch them walk, see how they close their wings or how they sit on a flower, and compare which butterflies, yellow or white, you saw while walking, the child's interest in knowledge will increase, repeats thousands of times and becomes more stable.

In intellectual education, it is important to teach children to learn, to teach them to find ways of knowing the world, not in the sense of giving them ready-made knowledge. Thus, the main

function of mental education is the formation of the child's cognitive activity, i.e. such activities where the child learns to know the world around him.

In the first years of a child's life, the development of intuition, perception, thinking and speech has a special place for a complete mental development. The main tasks of intellectual education are:

- Sensory education (aimed at the development of the child's sensory organs and perception);
- Development of mental activity (aimed at mastering mental operations, developing cognitive processes and abilities);
- Formation of speech;
- Cultivating curiosity and cognitive interests (aimed at forming motivations for activity and knowledge)

The basis of the development of thinking is the formation and improvement of mental actions. It depends on the child's mental activity, what knowledge he has and how he uses it. The skills of mental movements of preschool age are carried out according to the general laws of assimilation and internal structure of externally oriented movements. Depending on what these external actions are and how they are internally structured, the formation of the child's mental action takes the form of actions with images, or actions with signs - words, gestures, etc.

When moving in the mind with images, the child imagines the object and the real action with its result, and thus solves the problem in front of him. This is already familiar to us for visual-figurative thinking. Performing actions with characters requires distraction from real objects. In this case, words and numbers are used as substitutes for objects. Thinking through actions with signs is abstract thinking. Abstract thinking obeys the rules learned by science, logic, and is therefore called logical thinking.

The correctness of solving a practical or cognitive task that requires participation in thinking depends on whether the child can distinguish and connect these aspects of the situation, the properties of objects and events that are important for solving it. If a child tries to predict whether an object will float or sink, he associates the buoyancy with, for example, the size of the object, he may accidentally find the solution, because the property he pointed out is not very important for swimming. In the same situation, the child who connects the buoyancy of the body with the material from which it is made emphasizes a very important feature; his assumptions are often justified, but again not always. And only the distribution of the specific gravity of the body based on the specific gravity of the liquid (the child gets this knowledge while studying physics at school) will find a solution in all cases.

The difference between visual-metaphorical and logical thinking is that such types of thinking allow distinguishing the important properties of objects in different situations and thus finding the right solution for different tasks.

Figurative thinking is very effective in solving such problems, in which properties that can be imagined are necessary, as are things that need to be seen with the eye.

In short, in the simplest forms, he uses the simplest tools to solve a narrow range of practical problems related to the child's subjective activity, starting from preschool age. In this process, it is definitely appropriate for parents and educators to work together on tasks aimed at the same goal.

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