

## MAIN FUNCTIONS IN THE MENTAL EDUCATION OF PRESCHOOL CHILDREN

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### ANNOTATION

This article discusses the main tasks of mental education of children in preschool education institutions and the views of our scholars on mental education.

**Keywords:** mind, mental training, task, intellect, intellectual, mind, membership, consistency, thinking, imagination, mental labor.

### INTRODUCTION

The mind is a set of cognitive processes that include thinking and life, starting with perception and comprehension in the broadest sense. Mental education is the systematic and purposeful pedagogical influence on children in order to develop their intellect. It takes place as a planned process of acquiring the social-historical experience of the younger generation, which is reflected in the rules in the knowledge, skills and abilities accumulated by mankind. This effect is carried out by adults and involves the creation of a variety of tools, methods, conditions that ensure the mental development of children. The human mind, its mental development is manifested in the volume, nature and content of knowledge. They find expression in the enthusiasm of mental activity, in the pursuit of independent creative cognition. Our people call intelligent people who are mature, sharp-witted, smart and intelligent. Wisdom is wisdom. Wisdom is the greatest and noblest quality of man. Wisdom is such a blessing that not everyone gets it. Probably for this reason, in the wisdom of the people it is said, "The crown of the mind is before, not everyone has gold." All the scholars, poets and writers who have been raised among mankind since the dawn of time have risen to the level of outstanding people of their time through the acquisition of perfect knowledge. Abu Amhan Comenius, K.D. Ushinsky, J. Russo, and others have made great discoveries in all fields of science through the acquisition of perfect knowledge. Historically, along with the formation of education as a special human activity, at the end of education, the qualities of the pupil, that is, the educational goals were also identified. The holy book of Zoroastrianism, the Avesto, also pays great attention to education. It says, "Education should be the most important pillar of life. Every young person should be educated in such a way that he first rises to the highest level by learning to read well and then to write." Farobi believes that the main task of education is to cultivate a mature person who can meet the needs of society and serve that society. Beruni's views on the ways of acquiring knowledge are also relevant today. It teaches students not to get bored in teaching, to pay attention to continuity, consistency, interesting, mostly visual presentation of new topics. The scientist tells students that it is necessary to avoid situations in which the soul can not feel bad, useless competition, glory. Beruni emphasizes the importance of three things in human maturity. It is heredity, environment, upbringing. Ibn Sina encourages people to acquire knowledge, which is the first criterion for achieving cannabis. Ignorant people are ignorant, they don't know the truth, they say they are immature. Abu Ali ibn Sina developed the stages

of development of the mind. The first stage of perception with observation is to understand mental categories. The second stage. It is achieved by perceiving two different ideas. Then it is called true intellect. The scientist was referring to children who can memorize the mind in stage 1, while the mind is divided into 3 stages, but still do not know the letters or writing. In the second stage, the minds of children who have begun to draw sticks and learn to use a pencil are imagined. In the third stage, man becomes overwhelmed by the forms of the mind and the emotional images that correspond to them. Ibn Sina understands the intellect as a person's innate talent, the ability to think that is formed in the process of knowing.

The mind falls into 2 different categories:

1. Theoretical reasoning is the perception of common things.

2. Practical intelligence is one of the skills that can be seen as a motivator in choosing things.

Abdullah Avloni, one of the greatest enlighteners of his time, also called on young people to be educated. He glorifies the intellect and science, and writes, "The intellect is the perfection of man, the only murshid. The soul is the worker, the initiator of the mind." The author says so in order to understand his point more clearly and vividly. "Animals repel the cruelty and oppression inflicted on them by their limbs with their horns, teeth, and claws. But in the shadow of human intellect, they are protected from the harm and oppression that befalls them. the lips are the minds of the people who give them their pointed hands. " Mental education of preschool children is the influence of adults on the development of active thinking activities of the child with a specific purpose. It involves giving children knowledge about the world around them, systematizing them, arousing children's interest in learning, building mental skills, and developing cognitive abilities. In connection with the transition of children from 6 to 7 years of age to school, ensuring that their mental development is sufficient to prepare them for school education further increases the responsibility of educators. Mental maturity is a set of quantitative and qualitative changes that occur in the mental activity of a child under the influence of educational work in connection with the growth of age and the enrichment of experience. In preschool children, knowledge is rapidly enriched with pictures, speech is formed, cognitive processes are improved. In short, the child learns the simplest methods of mental activity. Ensuring the mental development of preschool children is of great importance for their entire future activities. The child develops mentally under the influence of the social environment. In the process of interacting with the people around him, he masters the language and the system of concepts that make it up. As a result, pre-school education is so profound that the child becomes fluent in it as a means of communication. Mental development is manifested in the equality of thought, in the ability to see events in different ways, in relationships, to generalize. The mental development of preschool children is carried out first as a result of activities performed with objects, and then in the process of educational work, productive activities (drawing, clay). The main indicators of mental development are the acquisition of the system of knowledge of modern pedagogical science, their accumulation, the development of creative thinking and the acquisition of methods of cognitive activity necessary for the formation of new knowledge. The task of mental education is determined by its content, method and organization. The science of pedagogy and psychology in the effective solution of the problem of mental education, firstly, the correct use of the child's capabilities, and secondly,

to find ways to avoid excessive stress that can lead to general fatigue of the child. Pre-school education is engaged in the study of the laws and possibilities of mental development of children of that age. By the end of the preschool years, children will have acquired a large amount of the simplest knowledge and understanding of the environment, some of the causal consequences that can distinguish important and unimportant aspects of events in things and objects. They will be able to learn. They form the first indicators of educational activity. That is why it is very important to develop it from kindergarten age. In the early stages of preschool age, children have imaginative education. With the increase of life experience and the development of thinking, creative imagination is formed. For children of preschool age, the activity of visual movement, visual figurative thinking, cognitive thinking is composed, it is necessary to teach them to deeply understand these events, events, to distinguish between important and unimportant aspects. Curiosity is a characteristic of a child. It manifests itself in the child watching the events around him with interest, looking at things and objects with interest, feeling everything and watching it carefully. The educator organizes observations and tries to answer the questions that arise in children in a timely manner, directing them to the search for independent answers, preventing the decline of curiosity in preschool children. The task of mental education is to develop children's curiosity, their curiosity of mind, and their interest in learning on that basis. The preschool organization has a task to develop children's mental abilities. Abilities are manifested and developed in the process of related activities. A person's mental ability can be distinguished by such qualities of the mind as alertness, insight, critical eye, and thoughtfulness. One of the tasks of mental education of preschool children is the development of mental skills and abilities, ie the simplest methods of activity, examination of subjects, distinguishing between important and unimportant features in them, comparison with other subjects and the composition of the report. These skills and competencies are components of cognitive activity that help a child successfully acquire knowledge. For example, after a systematic introduction to plants and animals, children will have a clear idea of some specific plants or animals. Then, in order to develop mental skills and abilities in children, educators can plan the following activities with children: "Comparison of cotton plant with dandelion plant", "Distinguish between 2 different birds in a cage" didactic game and similar activities. Most importantly, it is necessary not only to educate children, but also to teach them to use the acquired knowledge in solving mental and practical tasks.

The importance of mental education in preparing a child for school education is great. The acquisition of knowledge by the child serves as a source in preparing them for future work activities for their successful schooling.

Human mental activity is a large number of different systems of both general and specific actions. It is especially important to form a wide range of mental actions that can be used to solve many tasks. Such actions include analysis, comparison, generalization.

Possession of both general and specific mental movements promotes the development of mental activity and independence. Helps to shape the flexibility and enthusiasm of mental activity, the ability to see events in a variety of connections and relationships. The concept of "intellectual labor culture" includes the general order, planning of mental activity, the ability to accept and present a task, to choose ways to solve it, to evaluate the results of the consistent



implementation of the developed action plan. The main tasks of mental education of preschool children:

To form in children a system of knowledge about nature and society, a scientific worldview. The child should have a clear idea of the things around them, their function, some of their qualities, some of their properties, what material they are made of. Develop mental skills and abilities. That is, the simplest methods of activity are to examine objects, to distinguish between important and unimportant features in them, and to compare them with other objects. The culture of mental labor is also associated with the use of special skills and abilities of mental activity, the level of mastery of work with books, methods and techniques of scientific knowledge, the use of various auxiliary tools. Each of the tasks of mental education includes a number of tasks that must be taken into account in the organization of the upbringing of preschool children. The main tasks of mental education of preschool children are as follows. The extent to which curiosity and mental activity in a child are developed can be seen in the high level of a child's mental performance. In short, in primary and preschool children, the interest in the environment grows very rapidly. Curiosity is a powerful force that drives a child's mental development. Adults need to feel and encourage the child's curiosity, any desire to know. Our state has high hopes that their children will grow up to be responsible individuals and that they will contribute to the development of society. Full self-awareness as a person, adherence to ethical standards, knowledge of one's rights and ability to evaluate one's behavior correctly, respect for oneself and peers, self-esteem the task of cultivating a sense of value, pride, respect, and interest in one's own cultural traditions and national values begins right at preschool age.

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