

## SOCIAL PSYCHOLOGICAL MECHANISMS OF DEVELOPMENT OF LOGICAL THINKING IN PRESCHOOL CHILDREN

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### ANNOTATION

Often mental training means a child's worldview, knowledge of living nature, people and their work. This knowledge can be the basis of school education, but vocabulary and ability to perform certain actions are not the main indicators of a child's mental readiness for school. The school curriculum requires children to be able to compare, analyze, generalize, draw certain conclusions, as well as sufficiently developed cognitive processes.

**Keywords:** preschool education, thinking, analysis, synthesis, logical thinking, motive, ability.

### INTRODUCTION

Usually, any thought process is caused by surprise, astonishment and, as a result, various questions arise. Many parents and some educators, when children ask too many questions, joke, "Don't be too secretive," "Where did you learn such things?" As a result, the child tries to understand the outside world as he knows it. But some passive and shy kids don't ask any questions. Such children should be asked questions by adults during various activities and trips, and thus activate them.

### REFERENCES AND METHODOLOGY

Any thinking starts with comparing, analyzing and synthesizing something. That is why we call this comparison, analysis and synthesis a process of thinking. Travel helps to activate and develop the thinking process in children. On nature trips, children compare different things and try to analyze and synthesize.

According to the formation of the personality of children of kindergarten age, this period can be divided into three parts: The first period - from 3 to 4 years, which is associated with the strengthening of the child's emotional self-control. The second stage is moral self-government at the age of 4-5. The third period is characterized by the formation of personal entrepreneurship and entrepreneurship.

At a pre-school age, a child's moral values become more and more rigid. The source of moral concepts can be adults, as well as their peers, who are engaged in their education. Ethical experiences are learned and reinforced primarily through communication, observation, and imitation, but also through the praise and criticism of adults, especially mothers. The child is always trying to get an assessment, especially a compliment. These assessments and praises are very important in the development of the child's ability to strive for success, as well as in his personal life, as well as in his career choice.

At the age of kindergarten, children develop new motives for communication. It is personal and business motives. Motives for personal communication are related to the child's internal concerns, and business motives are related to the performance of this or that task. These motives include learning motives associated with the gradual acquisition of knowledge, skills,

and competencies. These motives replace the natural curiosity of children, which begins in early childhood. Motives for self-expression are also evident at this age. This motive is mainly reflected in the fact that children try to win in any role, not being afraid to take the lead in role-playing games, to lead others, to enter the competition. Adult assessments are very important for preschoolers. First of all, children learn the norms and rules of everyday life, the attitude to their responsibilities, adherence to the agenda, the rules of dealing with animals and things. It is difficult for children of this age to master these norms, and role-playing games can help them to master them. By the end of kindergarten, most children develop certain moral attitudes, as well as personal qualities related to people. A person's development is directly related to his memory process

Children between the ages of 3 and 3.5 express their attitudes to their successes and failures, and these attitudes are largely based on their self-assessments. 4-year-olds can realistically assess their capabilities. However, children aged 4-5 are not yet able to understand and evaluate their personal characteristics, and are not able to draw any conclusions about themselves. The ability to self-understand develops from an early age and tries to think about what it was like before and what it will be like in the future. These are the children's questions "How was I when I was little?", "How will I be when I grow up?" appears in questions such as. Thinking about the future, children try to have strong, brave, intelligent and other valuable human qualities in the future.

For example, a 6-7 year old child can understand and master not only some of the phenomena of nature, but also the connection and interaction of the organism with nature. As a result of mental development in children aged 6-7 years, with a highly developed visual thinking, the child is able to distinguish the main features of objects in the world around them and the relationships between objects. It should be noted that visual movement and visual thinking play a key role in the mental development of not only children aged 6-7 years, but also students of primary school age. In this regard, it is very important that the child has certain skills.

Preschool children are the pinnacle of their personal development, the realization of their personal qualities, abilities, successes and failures, a sense of self-awareness.

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