

DEVELOPMENT OF ATTENTION IN PRESCHOOLERS THROUGH EDUCATIONAL GAMES

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ABSTRACT

This article provides information on the development of various games and exercises to develop attention and increase the scope of attention in preschool children.

Keywords: Direction of attention, stability of attention, Methodology "Correction test", diagnosis of attention, "Different calculation" methodology.

АННОТАЦИЯ

В данной статье представлена информация о разработке различных игр и упражнений для развития внимания и увеличения объема внимания у детей дошкольного возраста.

Ключевые слова: Направленность внимания, устойчивость внимания, Методика. «Коррекционный тест», диагностика внимания, методика «Различный счет».

Attention is the focus and concentration of mental activity on something. this is a common definition of both animal and human attention. human attention can be studied as the direction and concentration of human attention on some objects while simultaneously distracting it from other objects. From this definition it follows that the important features of attention are its focus and concentration. In the direction of mental activity lies its selectivity, i.e., the selection of specific objects and events that are important for the subject from the environment. The concept of orientation also includes the maintenance of mental activity for a certain period of time. Each of us remembers how his mother taught him in childhood: "Be careful! Do not be distracted!". It was about crossing the road or doing homework, parents cared about how attentive their children would be. Why? In fact, the demands of adults are not unreasonable, because attention is one of the main cognitive mental processes of a person, without which successful study at school, university and beyond is impossible. professional activity. Therefore, a year before the child enters the first grade, it is recommended to determine the current level of development of the child's attention and, if necessary, prepare the baby with the help of games and exercises that develop attention. Psychologists distinguish two types of attention. It is easiest to focus on the objects of the surrounding world that are interesting and important at the moment. A bright light, a sudden sound, a sharp smell, an unusual taste, something new, unexpected, surprising, interesting for a person - all this involuntarily attracts our attention.

This situation is called involuntary. Involuntary attention does not require a controlled selection of the object of attention, does not require actions to hold and maintain it. It is characteristic of all people from birth and prevails in preschool age. Therefore, when the child's education begins at this stage, it is primarily based on play, colorful presentation and awakening the child's interest in the object of attention. Arbitrary attention is distinguished by its awareness and purposefulness: we ourselves choose the object on which we want to focus attention. Without managing your attention, it is impossible to study and work effectively at school or university. At the age of 6, the child makes the first attempts to control his attention, he forces himself to pay attention to something important, to sacrifice something interesting. Such attempts require physical strength and will, so it is difficult for the baby to do the same thing for a long time, he is easily distracted and tired. However, adults can help a preschooler learn how to manage their attention even in kindergarten - with the help of games and exercises that develop their attention. Features of attention: Before the introduction of educational games, it is necessary to determine the current level of development of the child's attention. To do this, we deal with the characteristics of attention: we check the development of younger students, diagnosing their attention.

1. The amount of attention - the number of objects to which the child's attention can be directed at the same time. This feature of attention is useful for the student in mastering counting skills. The amount of attention of a child of 4-5 years old is 1-2 objects (in addition to the brightest and most unusual), at 6 years old - already 3 objects, at school age - up to 5. Compare: 7 objects of attention of adults.

2. Sustainability of attention shows how long the child pays attention to the object of attention. This feature of attention helps a person to learn about the world around him without being distracted by extraneous connections and insignificant features, as well as to form an internal plan of action. Solving arithmetic problems, writing creative texts, drawing skills - all this requires constant attention. Studies show that 5-6 year olds are 4 times more likely to do things they are not interested in than 2-3 year olds. However, even at this age, children can be engaged in the most active and productive activity for more than 10-15 minutes.

3. Attention concentration determines how strongly the child focuses on the object of attention and resists distraction. We use this feature of attention to acquire reading skills.

4. Switching attention - the speed with which the child consciously switches from one subject (or type of activity) to another. A slight shift in attention can sometimes manifest itself in such a common phenomenon as inattention.

5. Distribution of attention - the ability to distribute attention to several objects at the same time, to perform several actions at the same time. Essential for learning to write. In preschoolers, the last three signs of attention are usually underdeveloped. Methods for diagnosing attention, as well as tests for determining attention in children, are designed to determine the individual characteristics of these characteristics of attention.

6. Methods for diagnosing attention: There are several ways to diagnose the level of development of attention and its characteristics in children. Below is a brief description of them, pictures for each technique can be downloaded at the end of the article. During the test, follow two basic rules: your child will show the best results in the first 15 minutes, after which his attention will decrease, so limit yourself to this time only;

- the leading type of attention in preschool and primary school age is involuntary attention, so try it in a playful, interesting children's form.

Thus, all methods are divided into:

1. Tasks for diagnosing the level of attention:

- "Find differences / similarities", "Find two identical objects / pairs"

- "What has changed in the picture?", "What has been removed/added in the picture?"

- "Find the "hidden" circle/rectangle/triangle in the picture"

- Go through the maze. Attention! In this task, young children (3-4 years old) are allowed to help themselves with a pencil or finger, the elders should try to "pass the maze" only with their eyes).

2. Tasks for diagnosing concentration of attention and concentration:

Methodology "Correction test"

The child is given a form with letters. In each row, it is necessary to cross out the same letters as the letter with which the row begins. Working time - 5 minutes.

The number of letters seen shows the amount of attention, and the number of mistakes made shows its concentration. For children 6-7 years old, the attention rate is 400 characters or more, the concentration is 10 errors or less; For children 8-10 years old - 600 characters or more, concentration - 5 errors or less.

3. Diagnostic tasks of attention stability:

- "What is shown in the picture?"

The child should carefully look at the picture and answer the questions "What animals are shown in the picture? What animals live with us, and which live in hot countries? What animals are shown in the picture? Pay attention to how the child looks at the picture: active, interested, is he concentrating?"

- "Find and cut"

The picture shows prime numbers in random order. Before the test, the child receives instructions:

"Let's play an intellectual game with you. I will show you a picture of what you know. When I say start, you start going over the lines and crossing out what I have named. Watch and draw until I say stop. At this point, you should stop and show a picture of the item you last saw. After that, I mark the place where I left off on your picture, and say the word "beginning" again. After that, you will continue to do the same, that is, you will find and cross out the given objects from the drawing. This happens several times before I say "end". This is where the game ends." The working time is 2.5 minutes, during which the child is told the words "stop" and "start" five times in a row (every 30 seconds). Further, each time interval is the number of items found. for: approximately equal number of them sv4. Diagnostic tasks of switching attention:

4. Method of "red-black table"

In addition to logical memorization, there is a table with red and black numbers from 1 to 12, arranged in random order. The child is asked to show on the table first the black numbers from 1 to 12 in ascending order, and then the red numbers from 12 to 1 (in both cases, the execution time is determined). The next task: alternately show black numbers in ascending order and red numbers in descending order (also in time). An indicator of attention bias is the difference between the time spent on the third task and the sum of the time spent on the first and second

tasks: the smaller it is, the more developed this feature of attention is. It indicates a high stability of attention.

5. Tasks for diagnosing the distribution of attention:

Method "Another account"

The child must write the numbers from 1 to 20 while simultaneously counting aloud from 20 to 1. Option: the child must count aloud from 1 to 31, without naming triplets and triplets, but must "say the word" I'm not mistaken. If the child immediately begins to get lost, the distribution of attention is poorly developed.

Ring method.

The table shows rings with gaps in different parts. The child should find and cut out two kinds of rings as quickly as possible, with gaps in the indicated places (for example, on the right and at the top). Working time - 2 minutes (10-11 rows for a child 6-7 years old).

6. other tasks:

A. On the diagnosis of attention selectivity ("Color first the letters, then the numbers")

b. according to the level of development of thinking and attention ("Looking for inconsistencies, what did the artist confuse?") for diagnosing memory and attention: for 30 seconds the child is shown a picture depicting objects, then the picture is removed, and the child must answer questions from memory, for example: "What items are in the picture? How many items did you see in the picture? What did you see, a pen or a pencil? painting?"

d) according to the speed of guiding eye movements:

Schulte tables. The child must show and name all the numbers from 1 to 25 on the table as quickly as possible and without errors. "Start off!" on a signal, the stopwatch is turned on and the time of work with each table is set. The norm is 30-50 seconds per table. Each of these methods can be used not only as a test, but also as a developmental exercise. Attention is a special feature of the human psyche. Memory, thinking and even success in life are based on it. By taking care of your child's attention span over time, you can not only prepare him for school, but also create a potential opportunity for him to succeed in adulthood.

The process of testing preschoolers and younger students

The Find and Cut test is performed individually. The child is given 2.5 minutes to complete the task, during which time the subject must cut 2 objects 5 times at the choice of the experimenter. You have 30 seconds to work with the couple. To make it easier for the organizer to count the results, each number should be cut in a certain way: for example, a house with a horizontal line, and a mushroom with a vertical line.

Instruction:

1. The child takes a sheet with pictures.
2. Adult explains: "You see a lot of familiar things in front of you. We play with them, or rather, beat them. I name 2 objects, tell them how to identify each of them, and give the command "start". Then you get to work. When you hear "Stop", you will need to indicate which number you are staying at. And then we continue, and on command you cut out the next pair of parts. And so on, until I say "end".
3. The experimenter determines the shape every 30 seconds.
4. After completing the task, the subject passes the completed test.

Files: Test materials

Processing and analysis of results



Test results should be discussed with the subject's parents to help develop an exercise strategy with the infant.

According to research by the Institute of Psychology of the Russian Academy of Sciences, over the past 5 years, the productivity and concentration of attention of children aged 5-6 have increased by 4.5% compared to the results obtained 10 years ago.

In the process of analyzing the results, it is necessary to determine how many objects the baby crossed during the entire test and how many objects crossed every 30 seconds.

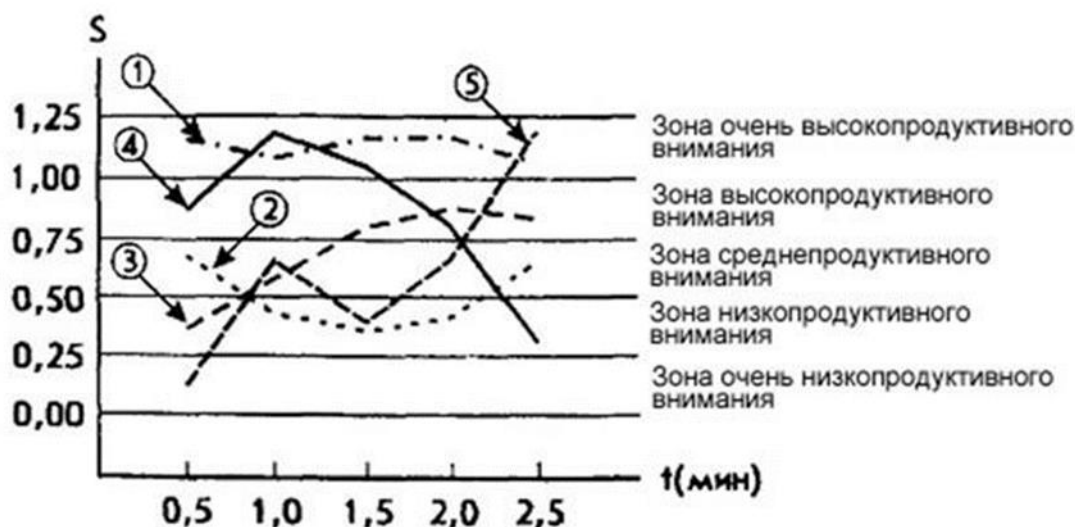
To calculate the overall level of development of productivity and sustainability of attention, the following formula is used:

$S = (1/2 N - 2.8 n) / t$, where S is the total value of attention indicators, N is how many digits the child saw, n is how many mistakes the subject made (either ' was marked incorrectly, or I missed a number), t - Time spent at work.

This formula calculates 6 indicators:

- for the whole time of working on the test;
- for each of the five "approaches".

Therefore, 150 seconds (the whole test) or 30 (work with a couple of numbers) should be considered as the t indicator.



Then the adult builds a graph and compares the resulting curve with the sample:

- 10 points - all points of the constructed graph do not go beyond one zone, and the line itself looks like a curve sample 1;
- 8-9 points - all points are located in two ranges of values similar to curve 2;
- 6-7 points - points are in three zones of values and the line itself is similar to sample 3;
- 4-5 points - graph points are located in four areas and the curve is similar to graph 4;
- 3 points - all points are in five zones and the curve looks like graph 5.

In order to draw conclusions about the stability and productivity of attention, one can do without graphs that would be necessary if a portfolio of psychological development of a personality was created for a child (this is required in a number of cases). preschools and schools).

Schulte tables.

This technique is used to study the speed of orienting-search movements of the gaze, the amount of attention. To perform the technique, tables with numbers are used (Appendix A, Fig. 1). The subject is shown a short table, and on this display there are the following words: "Look, in this table the numbers from 1 to 25 are not in order." Then they set the table, that is, they put it on the table with numbers and continue the instruction: "You need to show all the numbers from 1 to 25 with this indicator and call it out loud. possible.

Find and cut method.

The task contained in this methodology is aimed at determining the efficiency and sustainability of attention. The child is shown a drawing (Appendix A, Figure 2). Before reading begins, the child receives the instruction: "Now we will play the following game: I will show you a drawing of many familiar objects. When I say the word "beginning", you will draw this line of the drawing. and carving items that I name along the way. You must search and cut the named items until I say stop. where I left off in your drawing, and say the word "beginning" again.

After that, you will continue to do the same, i.e. search and cut. This happens several times until I say "end". task." In this method, the child works for 2.5 minutes, during which time he is told the words "stop" and "start" five times in a row (every 30 seconds). In this technique, the experimenter gives the child the task to find any two different objects and cut them in different ways, for example, cut out a star with a vertical line, and a house with a horizontal line. The experimenter himself marks the places on the children's picture where the corresponding commands are given.

Evaluation of the attention of children aged 5-7 years using Landolt rings.

This method is designed to determine the productivity and sustainability of attention. The child is offered Landolt rings (Appendix A, Figure 3) with the following instruction: "Now let's play a game called Be careful and work as fast as possible." In this game you compete with other kids and then we see how you do with them. I think you'll do just as well as the rest of the kids." - a certain place, and find them. It is explained what needs to be cut out. The work is done in 5 minutes. The experimenter pronounces the word "line" every minute, at this time the child should put a line instead of the line with the Landolt rings he found. 5 minutes after t, the experimenter says the word "stop". he found.

Red-black table method

The technique is designed to assess the switching of attention. The subjects need to find red and black numbers from 1 to 12 in the table, proposed in a random combination, excluding logical memorization. The child is asked to show on the table black numbers from 1 to 12 in ascending order (Appendix A, Figure 4). Then you need to print the red numbers in descending order from 12 to 1. Then the child is asked to list the black numbers in ascending order and the red numbers in descending order. Difference method

This method is designed for children 4-7 years old and allows you to determine the level of attention. The child should look at two pairs of pictures and pay attention to how they differ. (Appendix A, Fig. 5).

Method "Corrective test" (literal version).

The technique is used to determine the amount of attention (by the number of letters seen) and its concentration - by the number of mistakes made. Instructions: "In the figure with letters, cut out the first row of letters. Your task is to look at the row of letters from left to right and cut out the same letters as the first letters. You need to work quickly and accurately. Time 5 minutes. (Appendix A, Fig. 6) A deadline has been set.

Techniques for using curl tables.

The method of using curly diagrams for diagnosing attention in children 6-7 years old. instructions for the child. He must carefully look at the numbers and find three among them: a flag, a triangle and a circle. You need to put a dash (-) in a triangle, a cross (+) in a circle, and a dot (*) in a square. You should ask the child how he understood the task. A signal is given to start work. After 2 minutes the tables are collected. (Appendix A, Fig. 7) Diagnosis of switching and stability of attention by the method of adding numbers with switching

The psychologist asks the subject to add two single-digit numbers written one under the other as quickly and accurately as possible within 10 minutes. The addition is made in different ways and changes every minute.

1 way. It is necessary to add two numbers (upper and lower), add one to the resulting amount and write the result next to the upper number on the right, and sign the previous larger number at the bottom. Add the resulting even numbers again in the same way, and so on. If the sum is a two-digit number, then only the number denoting units is written, and the number denoting tens is deleted (if the sum is 12, then 2 is written).

For example: 1461809001

II road. First, add the top and bottom number as in method 1, but subtract one from the sum and write the result next to the bottom number of the first pair and move the bottom number of the first pair up.

For example: 1223469425

Diagnosis of the distribution of attention. The teacher gives the students the following tasks:

a) Write the numbers from 1 to 20, at the same time count aloud from 20 to 1. If he immediately starts to get lost, he has a poor distribution of attention;

b) Count aloud from 1 to 31, but the child should not say three or multiples, instead of these numbers he should say: "I'm not mistaken." For example: "One, two, I'm not mistaken, four, five, I'm not mistaken" and so on.

> Some exercises and games to develop attention

Snowball game The first child says his name, passes the ball to another, who in turn calls the first and his name, then the third participant receives the ball, and so on. The game is played in a circle with all participants.

"Listen and Do"

The trainer names several actions without showing them. It is allowed to repeat the task 1-2 times. Then the children must repeat these actions in the order called by the leader.

* Head right, straight, head down, head up.

* Raise your right hand up, raise your left hand up, lower both hands.

"buttons"

On notebook paper, a square of nine cells is drawn across the cells, two buttons are placed in each cell. After examining the drawing for about 3 seconds, the child must repeat it from memory on the same paper.

Game "Forb The host asks questions, the player answers. Answers may vary, but you cannot say one pre-agreed forbidden word, such as the word "no." After that, you can start asking questions:

Do you sleep in the bathroom?

Snow White?

you can fly

Have you been to the moon?

CONCLUSIONS

Cognitive mental processes give a person knowledge about the world around him and about himself. The long and complex process of mastering speech is mainly completed at preschool age. By the age of 7, language becomes a means of communication and thinking of the child. Vocabulary is growing rapidly. Memory is optionalidden Word". At the age of four or five years, arbitrary forms of memorization and multiplication develop. The game creates conditions for

the development of arbitrary memory, where memorization is a condition for the successful fulfillment of the role assumed by the child. The main type of thinking is visual-figurative. A preschooler thinks figuratively, he does not yet have the logical thinking of an adult. The development of imagination is reflected in the development of the entire cognitive field. It determines mental activity, contributes to the expansion of vocabulary, develops self-discipline. A child's imagination is different from an adult's. This is due to the fact that the basis of the imagination of preschoolers is a small life experience, so there is a specific recombination of the collected information.

A bright, strong stimulus attracts the attention of babies. This is involuntary attention. The cognitive attitude to the environment, formed by the preschool teacher, also reorganizes the child's attention. It will be involuntary (secondary), that is, based on a percentage. After the child learns to speak and obey the rules, to reckon with the requirements of adults, he develops arbitrary (involuntary) attention, and at the same time the possibilities of distributing and replacing attention, that is, increasing it. Attention can and should be trained. The attention that arises in the active activity of the child is supported not only by the rationally organized activity of children, but above all by their active mental work. The main characteristics of attention include discreteness, concentration, stability, volume, distribution and alternation. The development of these characteristics is personal in nature and is associated with the age characteristics of the preschooler. Correctional and developmental programs have been developed aimed at increasing the level of development of the main signs of voluntary attention. The most important feature is the preschool age - the whole system of psychological functions is laid here, and cognitive functions are at the center of it. processes: perception, memory, imagination, thinking and attention. Thanks to cognitive mental processes, the child learns the world around him and himself, learns new information, remembers and solves certain problems. A necessary condition is the flow of mental processes Attention. As a rule, parents are well aware that attention is one of the most important conditions for successful learning. The development of the attention of a preschooler is due to the fact that the organization of his life is changing, he is mastering new types of activities (play, work, productivity). In a preschool educational institution, the child directs his actions under the influence of adults. Timely determination of the level is of practical importance as one of the components of the children's cognitive sphere, the development of attention. The task of the teacher is to determine the nearest direction for the development of the child, to understand in which direction to move and what to do so that our pupils grow up smart, healthy, happy. Teach them to listen, look, be more attentive to the world of feelings, objects, feelings, knowledge that surround them. Thus, early intellectual development is the need of the times. However, it should be understood that the one-sided development of the intellect impoverishes the emotional sphere of the child, does not fully provide it. Development can cause problems not only in the lives of children today, but also in the lives of adults tomorrow. We all want our children to be smart, inquisitive, smart, smart, smart, smart – in a word, smart. Preschool childhood is a special period of personality development. Preschool childhood is a short period in a person's life. But during this time the child receives more than in the rest of his life. the intellectual development of modern preschoolers is faster than that of their peers 10-15 years ago. Parents are increasingly

interested in the active intellectual development of children at an early age in preparation for school.

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